

ATHLETIC

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February, 1936



The "Fire Ball" Style of Play
Arthur D. Kahler

Offensive and Defensive
Footwork in Basketball
A. F. Rupp

The Sprint Baton Pass
Roy C. Hall

JOURNAL

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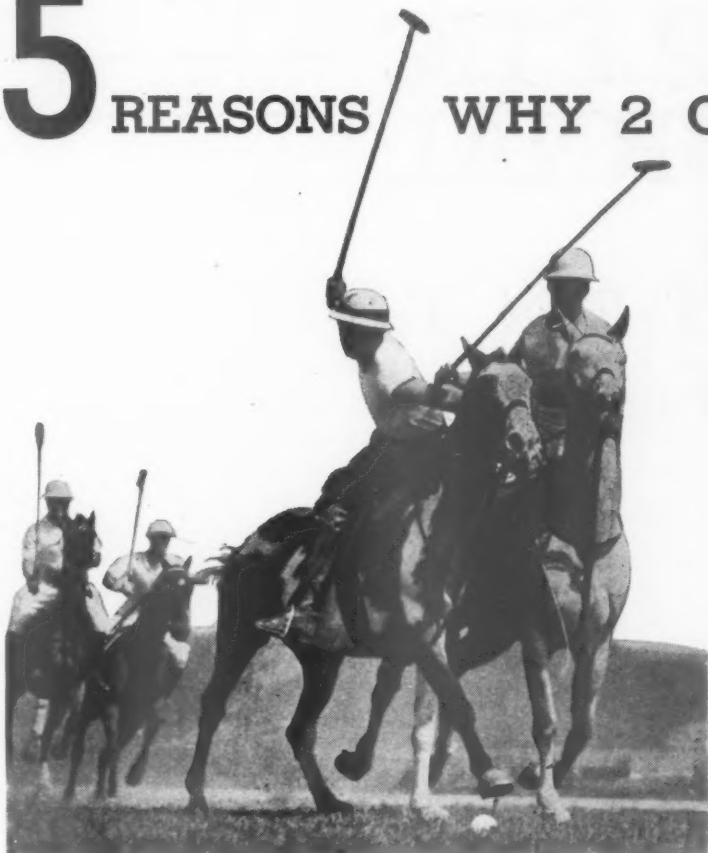
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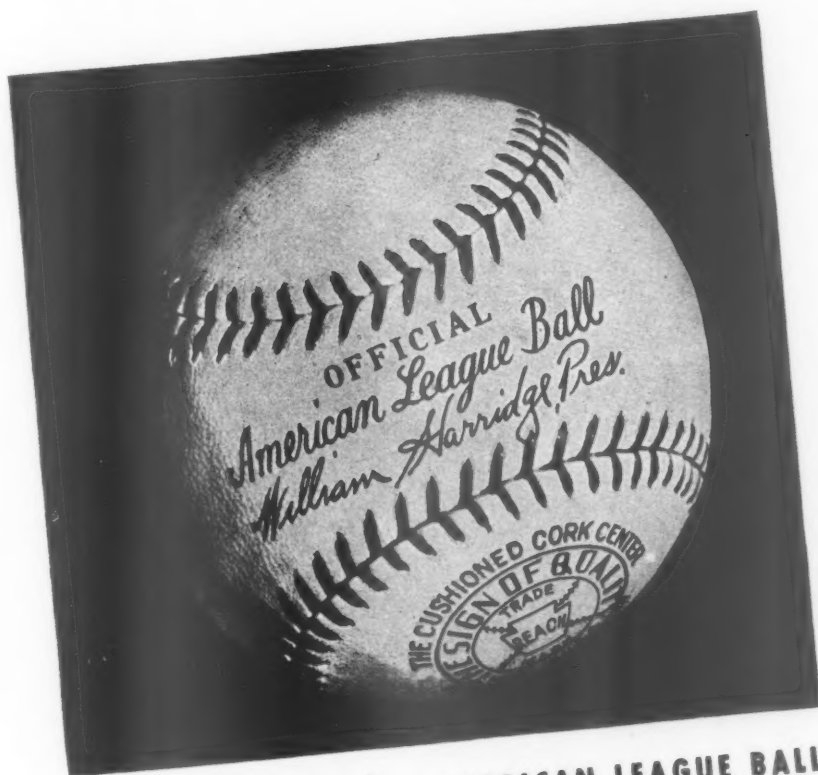
1. There are two dots on the handle of the bat. One reads "left hand up"—the other, "right hand up." A right-handed player holds the bat so that the "right hand" dot lines up with the curved portion of his hand (between thumb and finger). Note that the trade mark is not "up," but tipped forward.



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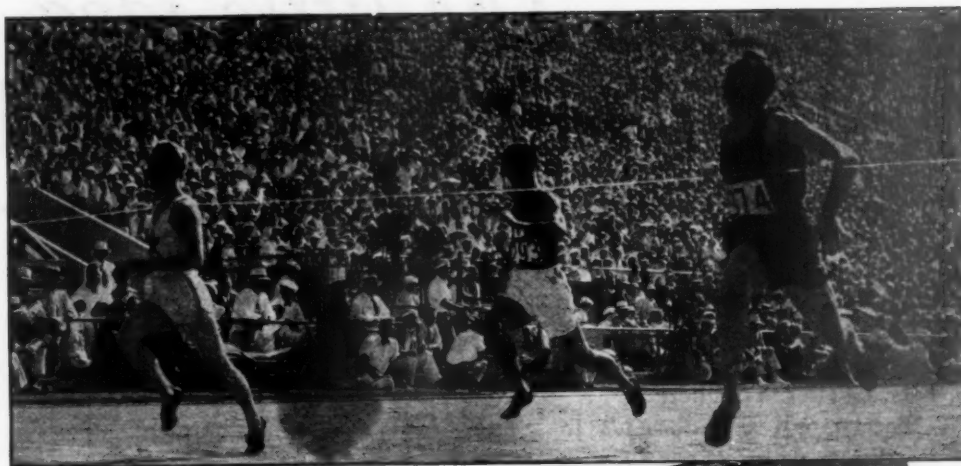
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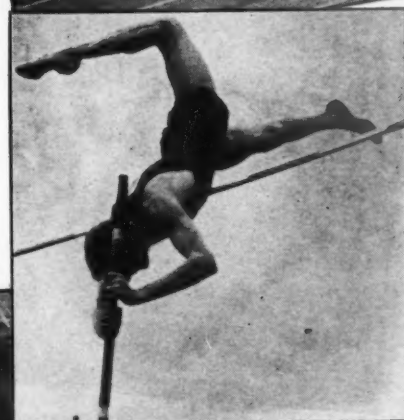
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The Brown University team in action. Player 4 intercepted the ball and immediately passed to 6, who was driving for the center of the court. Player 6 then passed to 21, who drove in for a set-up shot. Player 6 could have pivoted and passed back to 4, and 4 then could have hook passed to 21 or 10.



The "Fire Ball" Style of Play

By Arthur D. Kahler
Brown University

THE "fire ball" type of basketball, which the Brown University team employed through last year's successful season, comprised fast passing, short and long passing, and long shooting tactics, with a continuous dash for the basket. The players were after the ball at all times, and the team played an assigned man-to-man defense, at times all over the floor.

This style of play usually brought a general collapse of the set type of game which our opponents often used, and, as a result, opposing players passed the ball wildly. Our men, trained to be on the alert every moment, then intercepted opposing passes for either a quick dash down the floor to take a shot at the basket, or for a fast-break with long and short passes to work the ball down to the basket. The Brown players were very aggressive, alert and wide-awake at all times, and our aim was to avoid even a momentary let-down.

The System Described

REGARDLESS of where the ball was recovered on the court, the Brown players were always in position for a fast-break for the basket. Sometimes the guards were forwards and the forwards guards. By constantly hounding the opposition, Brown players got numerous "breaks," many of which were capitalized on for points. And they were always firing short and long passes down the floor.

This "fire ball" type of offense is a sys-

tem based on the best elements of the systems that I have seen employed by Purdue University, Rhode Island State College, the University of Kentucky and the University of Kansas, all fine basketball teams. To employ it successfully, a coach should have ten players of about equal ability. The reserves should be strong enough to rest the regulars without allowing the pace on the floor to slacken, for much of the system's value lies in the

continuous pressure in the hands of capable men. No team that is not well conditioned can stand the pace against the forcing tactics that we employ.

The System in Practice

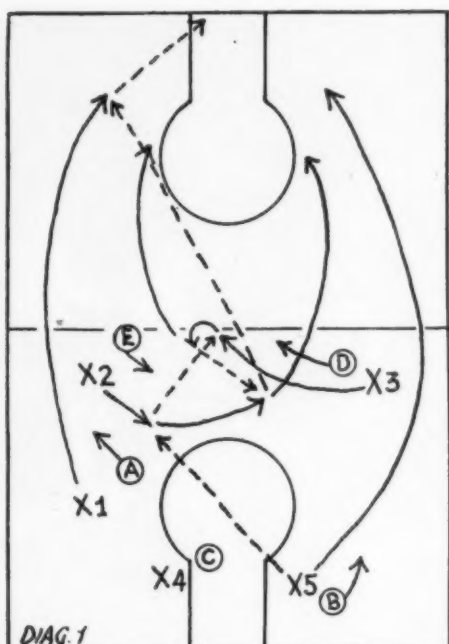
USING this type of offense with material that was not outstanding, Brown last year won thirteen of eighteen games, for the best record in years. Our team averaged 47 points a game. That record was compiled with a squad of men of relatively small stature. And the squad was small in numbers. We played the schedule with six regulars, using the reserves for short periods and not often. Some credit must be given for high class play occasionally turned in by the reserves, but generally the load was carried by the six regular men.

The Brown and Rhode Island State College games in the intrastate series were thrillers, with Brown nosing out State in both games, 55 to 49 and 54 to 50. Both teams used a similar offense. Brown used a set fast-break at times in these games and was successful with the center tip-off plays for several goals.

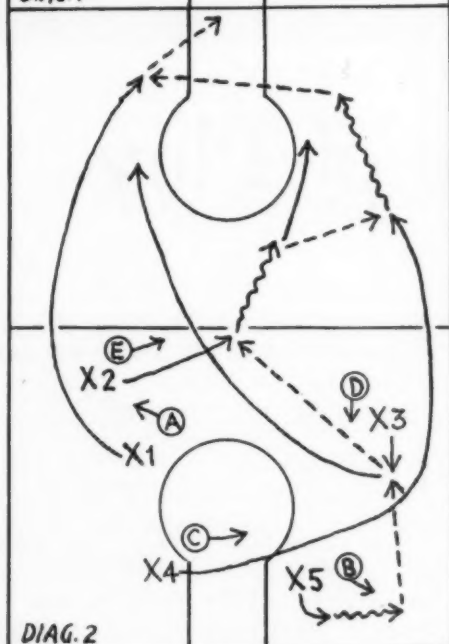
In the two game series, Kenneth Kennedy of Brown and Jack Martin of State, the two centers, made about 42 points each. Both were placed on the All-New England team. Martin was a long shot artist, and Kennedy was a great rebound shark.

The diagrams of plays used by the Brown team during the successful 1934-35

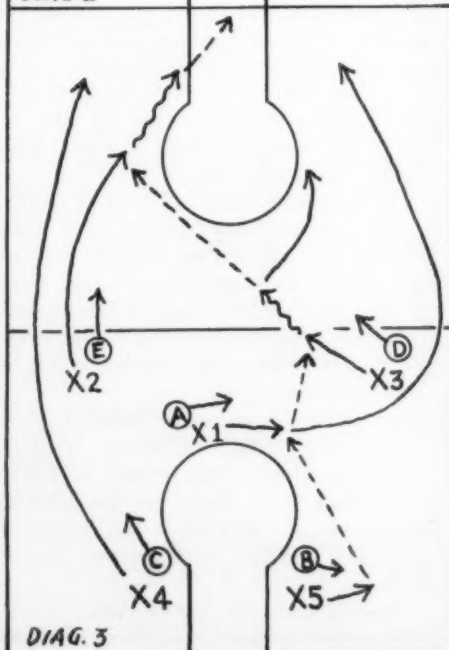
AS an undergraduate at Southwestern College, Winfield, Kansas, Arthur D. "Ox" Kahler won four letters in each of three major sports, football, basketball and track. After his graduation in 1923, he coached football, basketball and track for six years in the high schools at Lyons and Coffeyville, Kansas. He followed this with three years as Director of Athletics and Head Coach of all sports at Sterling College, where he developed three outstanding football teams and two outstanding basketball and track teams. The next four years he spent at Brown University, where he was Head Coach of Basketball and Assistant Football and Track Coach. Although he is continuing at Brown as Head Basketball Coach, he spent last fall as Head Football Coach at Dickinson College. Basketball teams coached by Kahler have won 178 games and lost 63. The Brown basketball team of last year was one of the best ever developed at this Rhode Island university.



DIAG. 1



DIAG. 2



DIAG. 3

season illustrate the details of our tactics.

Diagrams 1 through 8 illustrate plays that start with the guards taking the ball off the opponent's backboard. Diagrams 9 through 12 picture out-of-bounds plays starting from the opponent's front court or the offensive team's back court. These same plays are used when the opponents make a successful free throw. Diagrams 13 and 14 show plays used when the opponents miss a free throw and the team is able to gain possession of the ball. Diagrams 15, 16 and 17 illustrate plays starting from the center jump when a center can successfully control the tip-off.

Plays from the Opponent's Backboard

IN Diagram 1, we find X5 taking the ball from the opponent's backboard and immediately passing it to the left forward, X2, who has broken toward X5. X3, who has delayed until X2 has gained possession of the ball, then breaks for the center of the court and receives the ball from X2. X3, finding himself closely guarded, pivots and passes the ball back to X2, who has cut in behind him. X2 then hook passes to X1 or X5, who have broken down the side lines at top speed. X2 and X3 follow in the shot taken by either X1 or X5. This same play may be used if X4 takes the ball from the backboard. In the latter case, X4 passes to X3, and X3 passes to X2. X2 pivots and passes back to X3, and X3 hook passes to X1 or X4, driving down the side lines.

Diagram 2 shows X5 taking the ball from the backboard. As he is covered, he pivots to the outside, bounces the ball once and hook passes to X3, breaking toward him. X3 whips the ball to X2, who has hesitated before breaking for the center of the court to receive the ball. If X2 is free, he dribbles down the middle of the floor for a shot at the basket, or he passes to X4 or X1, either one of whom may take a shot at the goal or pass to the other. X2 and X3 follow in the shot if it is taken by X4 or X1. If X4 takes the ball off the backboard, he may pivot and pass to X2. X2 may pass to X3, and then X3 may dribble and pass to X1, breaking down the right side, or to X5, breaking down the left side of the court.

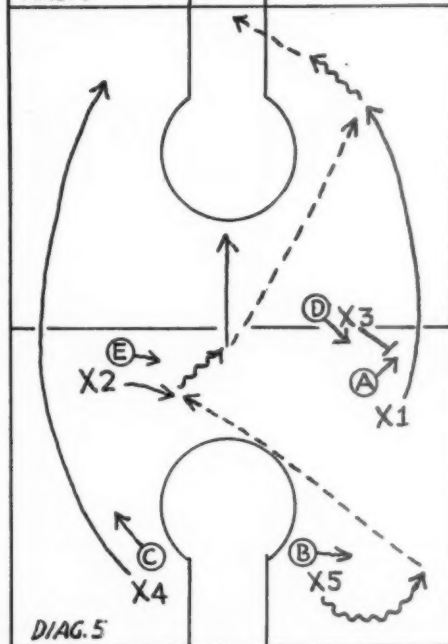
Diagram 3 shows X5 taking the ball, pivoting to the outside and passing to X1, who passes to X3, cutting for the center of the court. X2, who has eluded E, drives for the basket and receives a pass from X3. X2 shoots for the basket or may pass to X4 or possibly X1. The play would be similar if X4 instead of X5 got the ball.

In Diagram 4, we again find X5 with the ball. He pivots to the outside and shoots a long hook pass to X2, who has eluded E and driven for the basket. X1, X3 and X4 follow in the shot by X2.

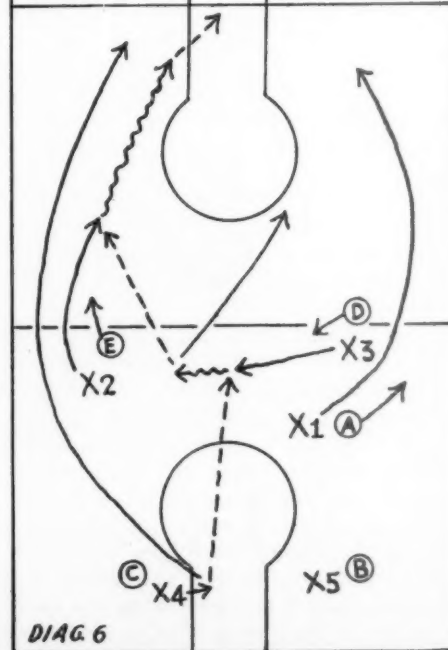
In Diagram 5, we have a possible screen play. X5 takes the ball and hook passes to X2. X3 starts with X2 toward X5 but



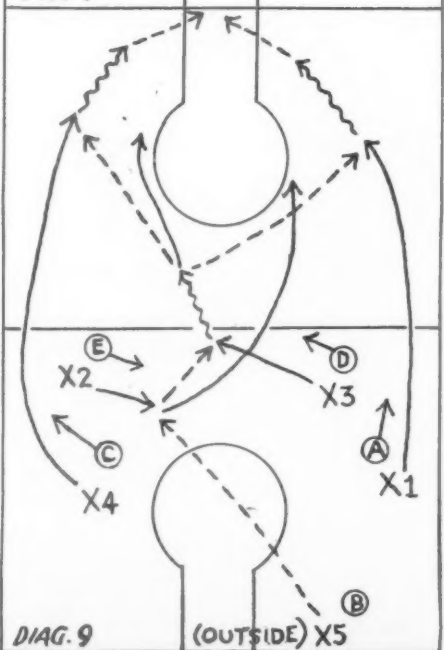
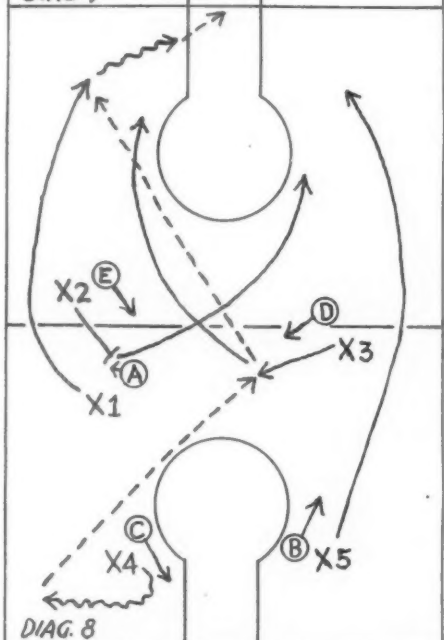
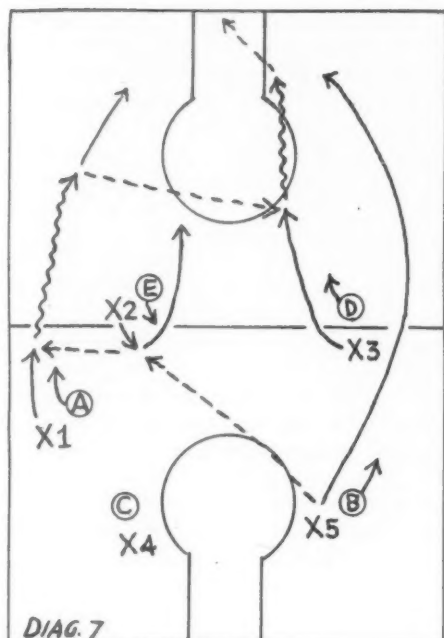
DIAG. 4



DIAG. 5



DIAG. 6



stops short of A, allowing X1 to cut for the basket and receive a long pass from X2. X1 is usually open for a sure goal. X2 and X4 follow in the try for goal.

In Diagram 6, we find X4 taking the ball, pivoting to the inside and firing a left-hand hook pass to X3. X2, who finds his guard, E, playing too close, drives toward the basket to take a pass from X3. He then drives in for the goal. X1, X3 and X4 follow in on the shot.

Diagram 7 shows X5 taking the ball from the backboard and passing direct to X2. X1 drives down the side and receives the pass from X2. X1, if he is open, dribbles in for the shot. If X1 is not open, he immediately passes to X3 or X5.

In Diagram 8, we have another screen play. X4 takes the ball, pivots to the outside and hook passes to X3. X2 screens X1's man, A, allowing X1 to cut for the goal and receive a long pass from X3. X1 shoots for the goal while X2, X3 and X5 follow in on the shot.

Out-of-Bounds Plays

THE next four diagrams illustrate out-of-bounds plays. In Diagram 9, X5 takes the ball out of bounds and passes to X2. X2 then passes to X3, who, after hesitating, breaks toward the center of the floor to receive the ball. X3 either dribbles toward the basket, or he passes to X1 or X4. X2 and X3 follow in on the shot if X1 or X4 shoots.

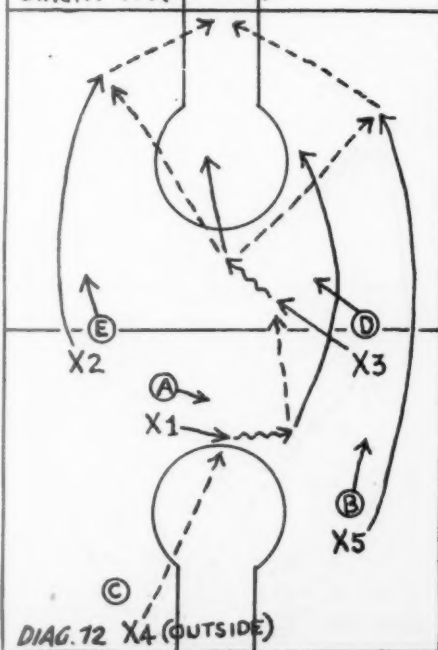
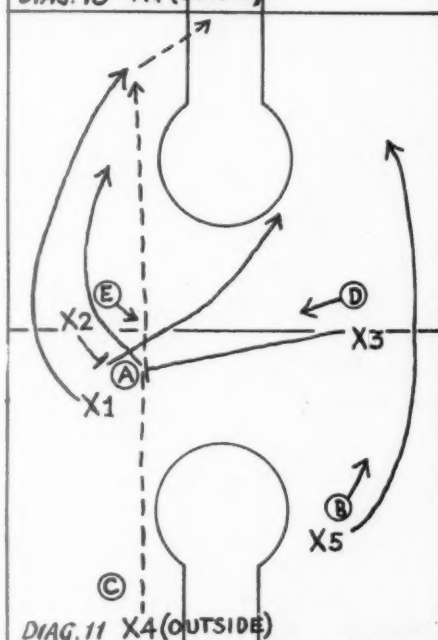
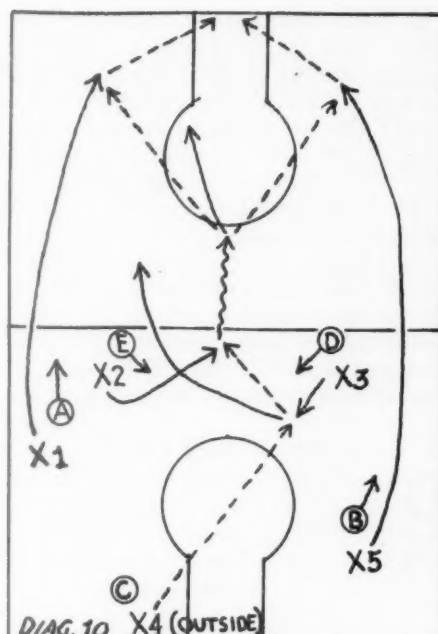
Diagram 10 shows how the play works when X4 takes the ball out of bounds. X4 passes to X3. X3 then passes to X2, who has cut toward the center of the floor. X2 either dribbles all the way in to the basket or passes to X1 or X5.

Diagram 11 shows X4 taking the ball out of bounds and firing a long hook pass to X1, who is driving in the clear for the basket. This has been made possible because both X2 and X3 have screened X1's opponent, A. X2, X3 and X5 follow in on the shot.

Diagram 12 shows X4 with the ball out of bounds and passing to X1. X1 passes to X3, who has eluded his opponent, D, by driving for the basket. X3 either drives all the way in or passes to X2 or X5.

Plays Following Missed Free Throws

IN Diagrams 13 and 14, we have two set-ups for use when the opponents miss a free throw. In Diagram 13, we assume that A is making the free throw, that the throw is missed and that the ball falls off to the right. In this case, X4 is successful in retrieving the ball and immediately passes or bats it to X3. X3 then passes to X2, who has hesitated before driving for the pass. X2 dribbles toward the basket and either takes a shot or passes to X1 or X5. In case X1 retrieves the ball, he passes or bats it to X3, just as X4 does in the first situation. In the second situation, X4 instead of X1 drives down the side of the floor.



If A were successful in making the free throw, then X4 would grab the ball and quickly pass to X3, who would in turn pass to X2. X2 would then pass to X1 or X5 who are streaking down the side lines at top speed. In other words, we would have the same play as Diagram 13 shows except that X4 would pass the ball from out of bounds.

In Diagram 14, we find A again missing the free throw and the ball falling on the left side. In this instance, X5 takes the ball and passes or bats it to X2, who then passes to X3. X3 dribbles toward the basket and then passes to X4 or X5.

Center Tip-Off Plays

DIAGRAMS 15, 16 and 17 are center tip-off plays which have been very successful. In Diagram 15, we find that, as X1 is getting the tip-off consistently, he tips the ball six feet straight ahead. X3



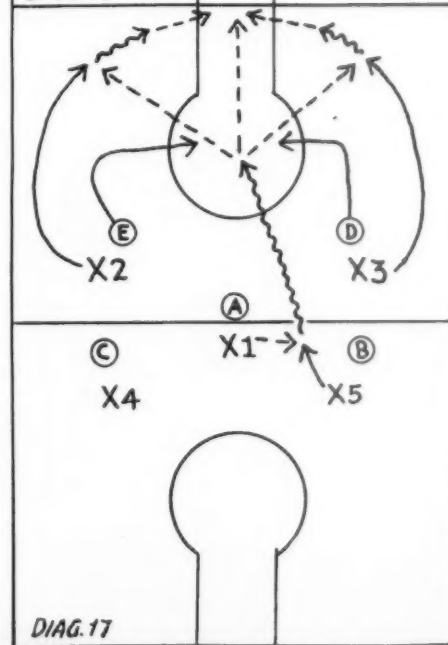
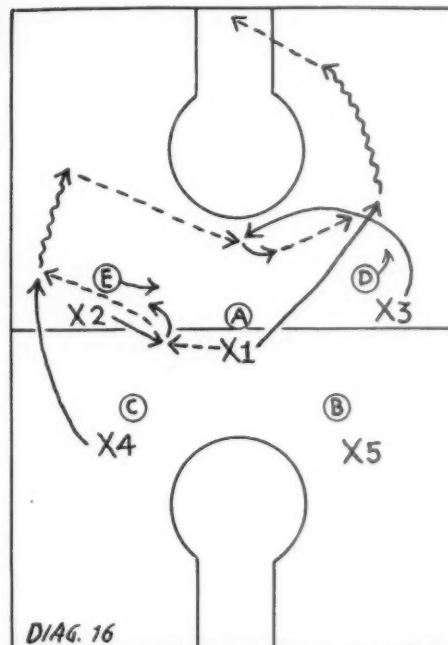
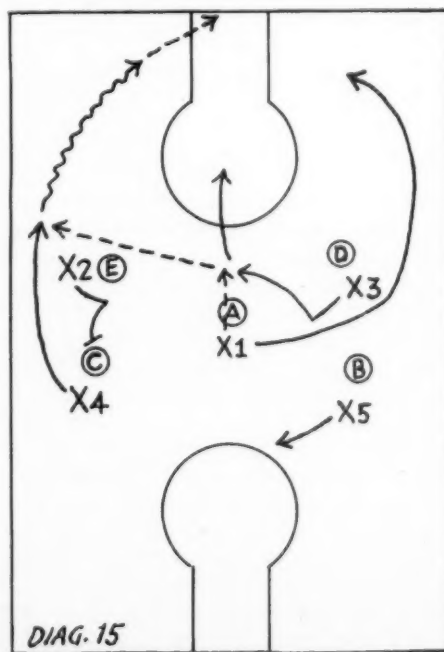
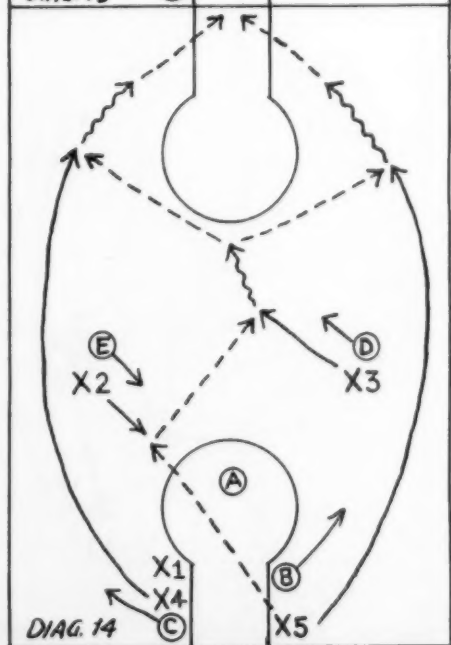
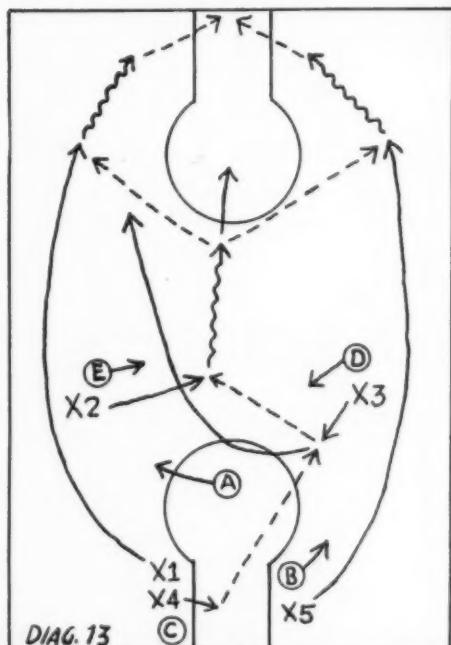
Arthur D. Kahler

comes in high in the air, gets the ball and passes to X4, who either dribbles in for a set-up shot or passes to X1, coming in from the outside. This play works because X2 has been successful in screening C for X4. The play may be worked to the right side as well as to the left. It may be noticed that X2 feints to go in for the tip-off before screening C.

Diagram 16 shows a successful double tip-off play. X1 tips the ball straight out to the left about six feet. X2 goes high in the air and tips the ball straight out to X4. X4 hesitates before cutting to take the ball from X2 in order to time the play properly. X4 does one of three things. He either takes a fifteen foot shot, dribbles in for a set-up shot or passes to X3. In the last case, X3 passes to X1.

In Diagram 17, we have one of our best center tip-off plays. On this play, Harrison Van Aken, the Brown University right guard, averaged one field goal a game in eighteen games during last season. X1 tips the ball straight to the right about three or four feet. X5 goes high in the air, takes the ball and dribbles straight down the center of the court for the field goal. It may be noticed that X2 and X3 do a reverse in going in for the basket to try to hold E and D out of the play. In case E takes X5, then X5 passes to X2. If D takes X5, then X5 passes to X3. The play would work just the same with X4 going in for the tip-off on the left side, allowing X4 instead of X5 to drive down the middle.

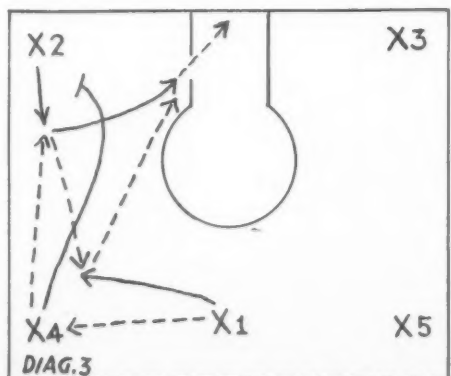
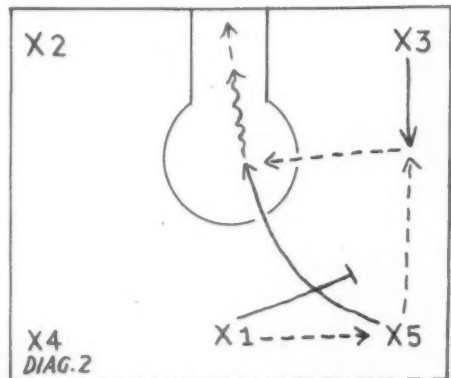
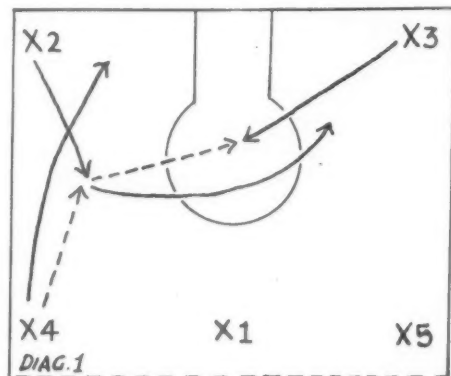
In all the set-ups shown, there must be speed and practically perfect timing, feinting, passing, dribbling, pivoting and shooting by all the players.



Offenses for Use Against the Man-for-Man Defense

BECAUSE of the recent changes in the rules of basketball, the most popular type of defense is the man-for-man. Since the ball goes immediately into play after the free throw has been made, a team has difficulty in dropping back into a zone defense. In the accompanying diagrams, two distinct types of offense are shown against the man-for-man defense: (1) with two men inside the defense and (2) with three men inside the defense. Diagrams 1, 2 and 3 illustrate the first type of offense. Diagrams 4, 5 and 6 picture the second type.

In Diagram 1, X4 passes the ball to X2, cutting out to meet the pass. X4 then cuts around the outside of X2. X3 cuts to the free throw lane for an immediate



By Ted Payseur
Northwestern University

AN All-Missouri Valley basketball forward while at Drake University, Ted Payseur has in recent years acted as Assistant Basketball Coach at Northwestern University. Because he has had unusual opportunity for studying some of the best basketball teams in the United States, his observations on the offenses used against the man-for-man defense will be read with particular interest by coaches whose teams must meet this type of defense.

pass from X2. X2 follows his pass to X3 and cuts around him. Then X3 may do one of four things: (1) Make a return pass to X2, who then goes in for a short shot; (2) Pass to X4, who may take a short shot; (3) Dribble in, or take a shot himself; (4) The other three possibilities being stopped, X3 may pass back to X1 or X5, who may drive in for a shot.

Diagram 2 shows another play with two men inside the defense. X1 passes the ball to X5 and follows his pass as if expecting a return pass from X5, but in reality he forms a screen for X5. X5 passes immediately to X3, who comes out to meet the ball. X5 then cuts around X1, and drives in to the basket, receiving a return pass from X3. If the defensive team is using a strictly man-for-man defense, X5's defensive man will be screened out of the play by X1, and X5 will go in to the basket for a short shot unmolested.

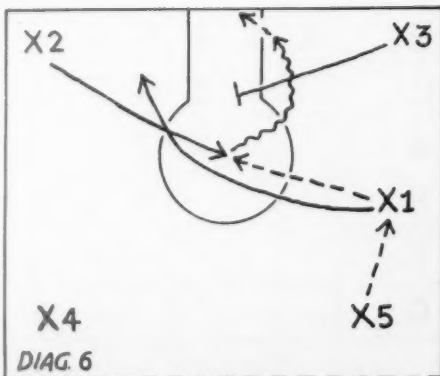
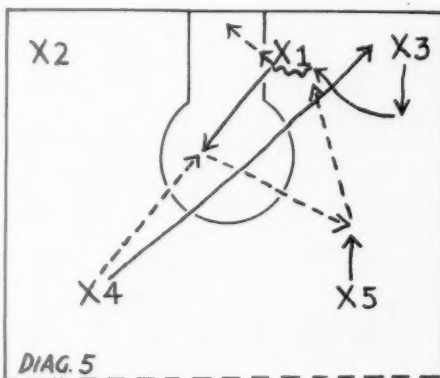
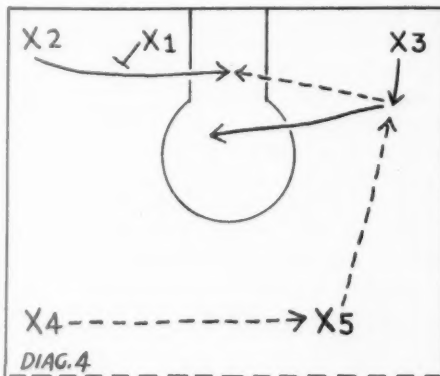
In Diagram 3, X1 passes to X4 and cuts toward him. X4 immediately passes to X2 and drives toward the basket as indicated. When X4 does not receive the pass going in toward the basket, he turns and screens X2's man. X2, on receiving the pass from X4, passes to X1 and cuts around X4 toward the basket. X1 immediately returns the ball to X2, who goes in for a short shot.

Three offensive men, the two forwards and the center, are inside the defense in Diagram 4. One of the guards, X4, passes to X5, the other guard. X5 passes in to X3, who comes out to receive the ball. X1, the center, steps out far enough to screen X2's guard as the latter cuts toward the free throw lane. X3 passes to X2, who may do one of four things: (1) Shoot immediately; (2) Dribble in for a short shot; (3) If X1's defensive man slides over to guard him, pass the ball to X1, who shoots; (4) Pass back to X3, who has cut behind him.

In Diagram 5, X4 passes to X1, who comes out to meet the ball. X4 then cuts by X1 and may receive a return pass. If

he does, he should go in for a short shot. If X4 does not receive a return pass from X1, he continues on toward the opposite corner. X1 then immediately passes to X5. X3, who has pulled out a little, cuts around X4's defensive man and receives a lead pass from X5. X3 then goes in for a short shot.

A formation slightly different from those shown in the two previous diagrams is that in Diagram 6. X5 passes to X1, and X1 passes to X2, who has cut to the free throw lane. X1 follows his pass and cuts around X2. In the meantime, X3 has drifted over into such a position that he has screened X2's defensive man. X2 then fakes the ball to X1 going by, but dribbles around X3 and into the basket for a short shot.



An Intramural Basketball Program for High Schools

PERHAPS the biggest problem presenting itself to the basketball coach during the first few weeks of practice is that of taking care of the large number of boys who answer the first call for basketball. Not only must he try to find the best material from which to mold his team, but he must not forget the other hundred or more boys who will not survive the first cut in the squad. If they are cut off completely they usually become discouraged and, figuring that they do not have a chance, they often allow their attitude toward athletics to become antagonistic.

Believing that the job of the coach is not only in building a team but in taking care of every boy in school who loves the game and wants to play, we have worked out an intramural basketball program which eliminates the necessity of cutting any boy from the squad. Basketball is an ideal intramural game and is fast becoming the most popular sport. It does not require a great deal of preliminary practice to organize teams, and nearly every student has played the game enough to be able to enjoy it. The number of players required for a team is small, only a small amount of equipment is required and leagues are easily formed.

The only serious problem is that of finding a suitable place in which to play the games. At Sterling we are fortunate in having two gymnasiums, and consequently we can run off our intramural games after school along with the regular practice. For schools having only one playing floor, a program could be worked out whereby both squads could use the same floor by having both afternoon and evening sessions.

In the following paragraphs, I shall

	A	B	C	D	E	F	G
A	X	1	2	3	4	5	6
B		X	3	4	5	6	7
C			X	5	6	7	1
D				X	7	1	2
E					X	2	3
F						X	4
G							X

Diagram 1

By T. R. McEwen
Sterling, Colorado, High School

DURING the two years in which the intramural program described here has been in operation at Sterling High School, basketball teams coached by T. R. McEwen have won more than fifty victories while losing only six games against strong teams of Nebraska, Wyoming and Colorado. Last year the Sterling team won twenty-four out of twenty-five games played, winning conference and district titles, and missing the state championship by an eyelash, after staging what Joseph W. Erps, coach of the Colorado Springs High School team, state title holders, termed "the greatest rally in Colorado high school tournament annals." Coach McEwen is a graduate of the University of Colorado, and has had previous coaching experience in Washington, Idaho and Alaska.

briefly set forth our routine for handling the Intramural Basketball League at Sterling. We have employed it for the past two years with splendid results and feel that many coaches can utilize it, with modifications, to suit their particular needs.

The Intramural Director

THE entire program is in charge of a director of intramural basketball, who works in co-operation with the basketball coach. The plan of centralizing the work in the hands of one man does away with many of the difficulties of the other plans that have been tried. The fact that this one person is primarily responsible for the success of the work makes him more enthusiastic about it. Once an efficient system has been established the interest is cumulative and the program will continue to thrive on the work of the past.

The work of an intramural director, while it involves a general knowledge of all sports, does not require an intricate knowledge of coaching technique. The type of man needed is above all a good organizer who has a close regard for details and who is actuated by a sense of fairness and justice. The work of administering a basketball program such as ours brings innumerable details which must be attended to if the schedule is to be run off without conflict.

It is quite evident, too, that in a schedule in which a large number of games is to be played, there will be disputes arising over the work of officials, the question of eligibility and so on. The intramural director

is the final court of appeals for all complaints. The more impersonally he can size up a situation and the more tactfully he can handle it, the more successful he will be in obtaining the confidence and good will of the boys involved. In short, the success of the program lies largely with the director.

Organization of Teams

DURING the first week of practice the basketball coach takes the entire squad and decides upon about twenty boys who will make up his A squad. Unless the coach is new to the system, he can probably make this choice from his previous knowledge of the boys who turn out. All the others are thrown into squad B, from which the intramural teams are made up.

From this point on, the basketball coach works only with the A squad, and the B squad or intramural group is entirely in the hands of the intramural director. His first job is to organize this heterogeneous group into eight or ten teams. He must use good judgment here to prevent too many strong or weak players from being thrown into the same team. A captain is elected for each team, and practice sessions are allotted each team for one week only, after which the regular schedule begins.

Each team is now given a name and color. The following names and colors were used by our teams last year: Ramblers, purple; Generals, dark blue; Braves, red; Vikings, white; Rangers, green; Hurricanes, black; Wildcats, orange; Pirates, gold; Bluejays, light blue; Cowboys, brown.

Since it is desirable to have each team with shirts of uniform color, we have each

	A	B	C	D	E	F	G	H
A	X	1	2	3	4	5	6	7
B		X	3	4	5	6	7	2
C			X	5	6	7	1	4
D				X	7	1	2	6
E					X	2	3	1
F						X	4	3
G							X	5
H								X

Diagram 2

boy bring a clean white shirt and then we have the shirts dyed the team color. No boy is allowed to play with an odd colored shirt. We find this uniformity of color an excellent aid toward developing team spirit.

There are only a few regulations governing players. The only requirements are that the boys attend high school and that they agree to attend all games in which their respective teams are competing. We require each boy to sign a pledge to this effect, and this is reinforced by a pledge signed by one of his parents or a guardian. Following is a copy of the letter to parents and the pledges which we used last year:

Dear Parent:

A program of intramural basketball is again being organized at the high school. Its primary purpose is to provide organized competition for all students interested in basketball.

Believing that staying with any task

once started until it is completed is of primary importance, we are requiring that each boy, before being permitted to engage in this Intramural Basketball League, pledge himself that he will attend all practice sessions and games which are scheduled for his team until the schedule has been completed. In case it is impossible for him to be there the proper officials must be notified before the absence occurs.

.....
Intramural Director

As the parent of....., it is with my consent that the above boy participates in the intramural basketball program for the current year. I will co-operate to see to it that my son continues in the League until the end of the season.

.....
Parent

I will co-operate with my parents and school officials, and will endeavor to do my best to see that the intramural program is a success, if my presence and efforts will be of assistance.

.....
Son

The Schedule

THE schedule should be so arranged that it can be played off as rapidly as possible. When there is sufficient time and space, each team should play against every other team at least once, and the winner be determined according to the percentage of victories. This percentage is obtained by dividing the number of victories by the total number of games played. A schedule may easily be arranged by constructing a diagram similar to Diagram 1. The letters represent the various teams, and the numbers indicate the dates of play.

(Continued on page 42)

Offensive and Defensive Footwork in Basketball

By A. F. Rupp
University of Kentucky

ONE afternoon some thirteen years ago, I was sitting in the gymnasium watching two small boys play with each other in a contest of goal shooting. They would alternate by taking the ball out about twenty feet from the goal and then by means of feinting and dribbling try to score on each other. When they had finished their game and were putting on their coats I asked them which one had won.

One of the boys replied, "He beat me when we were just shooting goals, but I beat him when we played against each other. It always comes out like that."

"That's funny," I commented. "How does that happen?"

"Well," answered the boy, "he's a better shot than I am, but when it comes to scrimmaging I just outfoot him."

To me that was a fine analysis of the contest. After all, we have many excellent goal shooters in practice who fail to score consistently in games. And I am wondering if much of the fault is not improper footwork.

Importance of Footwork

BY footwork, we mean running, feinting, dribbling, change of pace, change of direction and pivoting. Regardless of what system of play is used, the idea is to free a player so that he can score. In the fast-break system, the idea is to get this advantage by numbers or by speed. In the deliberate offensive system, the idea is to get it by means of a screen.

At the University of Kentucky, we have

experimented until, at any place on the floor, our players have a stance that is proper for a quick-break from that particular position. In basketball the situations change with each pass of the ball. Players are constantly on the move. We tell our boys that, whenever they break or are in motion, they must break quickly and never loaf. Players should know where they are going before they start and should never jog along on the floor with no particular aim in view. We practice footwork by mixing in feints, deception, shifts, reverses, pivots and changes of pace. These are the instruments of

AFTER playing basketball for three years at the University of Kansas, A. F. Rupp graduated in 1923 and began his coaching career in the high schools of Marshalltown, Iowa, and Freeport, Illinois. Following seven years of high school coaching, during which he produced a number of outstanding teams, he went to the University of Kentucky, where his teams won ninety games while losing but twelve. The Kentucky team under Rupp was undefeated in regularly scheduled conference play for three years, winning thirty-two successive games and losing but one game of forty-five played. The definite footwork technique which Rupp teaches has attracted nation wide attention and has contributed much to the success of his teams.

footwork by means of which an offensive player can get away from his defensive opponent.

Analysis of the Fundamentals

WE tell our boys to study the footwork of the opponents and to take advantage of any weaknesses. We ask them these questions: "Does your opponent play you close, or does he stay away? Can you feint him out of position? Can you throw him off balance? Is he a ball-hawk? Can you throw him off by a change of pace? Does he leave his feet when you feint a shot?"

These questions suggest individual responsibilities of team play which can be properly executed only if the players have prepared themselves by the fundamentals of footwork.

There has been much discussion as to how a man can play near the basket this year since the new pivot rule has been made. I am wondering if much of the rough work of previous years in connection with the pivot play did not result from the fact that the men playing in the free throw area were not well instructed in defensive footwork. Illustrations 5, 6, 7 and 8 show offensive and defensive footwork in the pivot play under the new rule.

This discussion and the illustrations on the following pages have by no means exhausted the subject of footwork, as there are many other interesting situations. We have merely attempted to show that some teams "outfootwork" others.

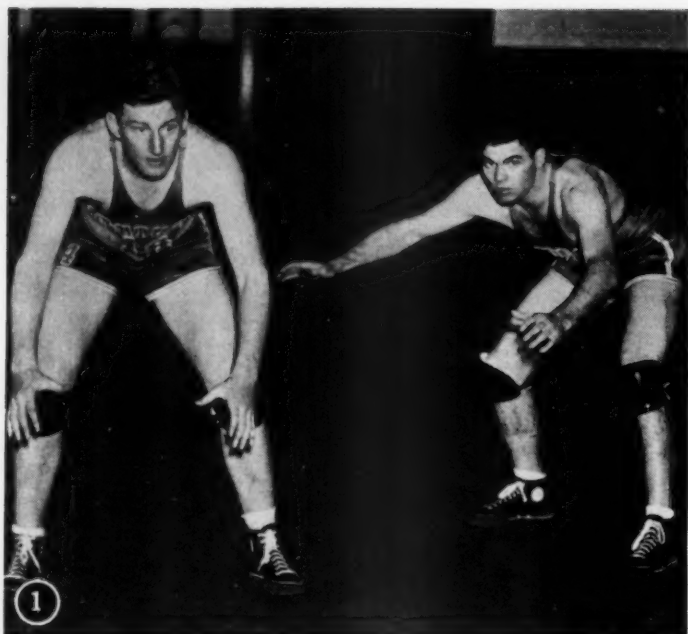


Illustration 1—Shown here is the proper stance for a forward (the man on the left) when he plays out near the side of the floor. Notice that his inside foot is back of his outside foot and that he is facing the middle of the floor.



Illustration 2—Here we see the forward after he has received the ball, has taken his first step and is about to take his second. His first step, taken with his inside foot to meet the pass, placed his entire body between the ball and the defensive man. Suppose he had taken his first step with his outside foot. He would then have faced his opponent and allowed him to play the ball.



Illustration 3—The forward has taken his second step and is in the act of passing the ball with his outside hand, away from the guard. It will be noticed that there is no chance for the guard to break up this pass, even though he plays it properly. The guard is in excellent position. His knees are bent, his hips are down and his arms are ready to protect against a pass or dribble. Notice that by sliding his feet, the guard has kept between the offensive man and the basket.

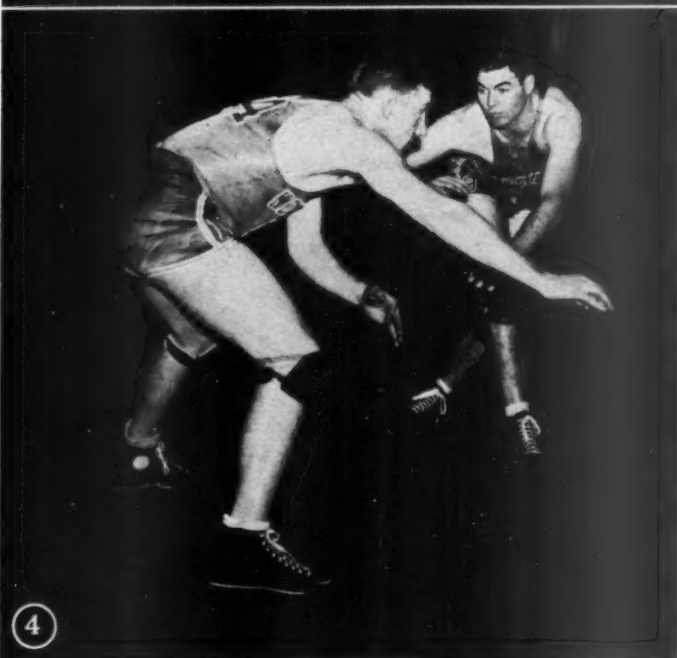


Illustration 4—The ball has been delivered, and the offensive man has taken another short step. Now notice the footwork of the defensive man. He is giving an excellent illustration of what not to do. Instead of sliding his feet properly, as he has done before, he has now crossed his feet and is in an awkward position to recover and get into the play.

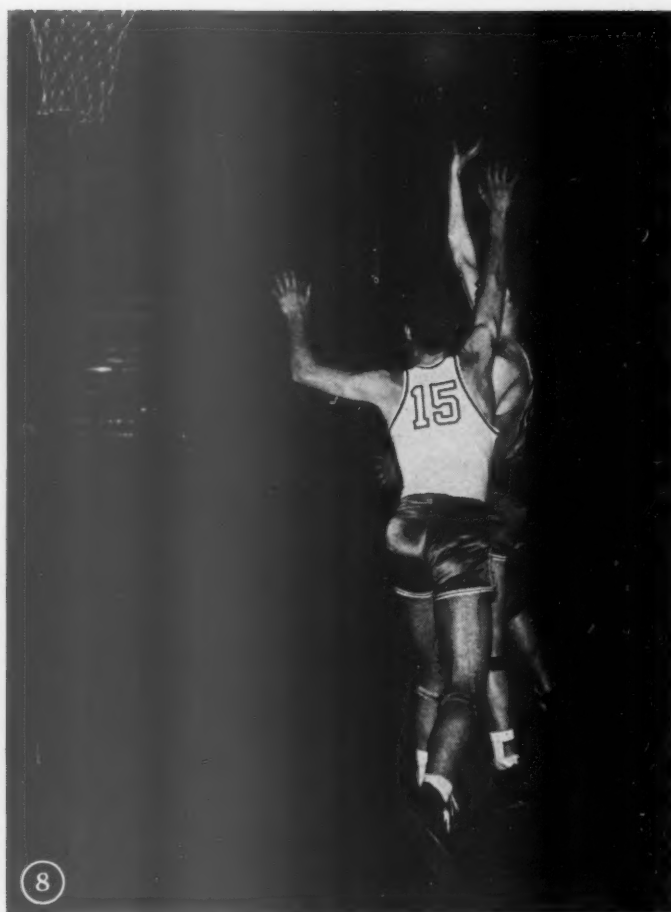


Illustration 5—In this and the following three illustrations is shown the footwork of a man playing the pivot position. The pivot player has stationed himself outside the free throw area. He has just received the ball. The defensive man has cleanly played to break up the pass, which he has been unable to do because of the fact that the ball was passed in by means of the bounce pass.

Illustration 6—The defensive man has shifted between the offensive man and the basket. He is still trying to play the ball cleanly. Notice that his feet are also in proper position. The offensive man has not changed the position of his feet at all in this or in the illustrations immediately preceding and following it. Note that he has straightened his knees in Illustration 6.

Illustration 7—The offensive man has turned his body and faked to the right to draw the defensive man in that direction. The defensive man has properly shifted his feet to meet this maneuver.

Illustration 8—The offensive man has not shifted his feet at all in the three preceding illustrations. So he swings back and jumps off his left foot, and, directly in front of the basket, takes a shot with his right hand. By faking to the right, he has forced the defensive man out of position so that he is too late to interfere with the shot. It is important to remember that the feet of the offensive man have not changed position in the first three illustrations.

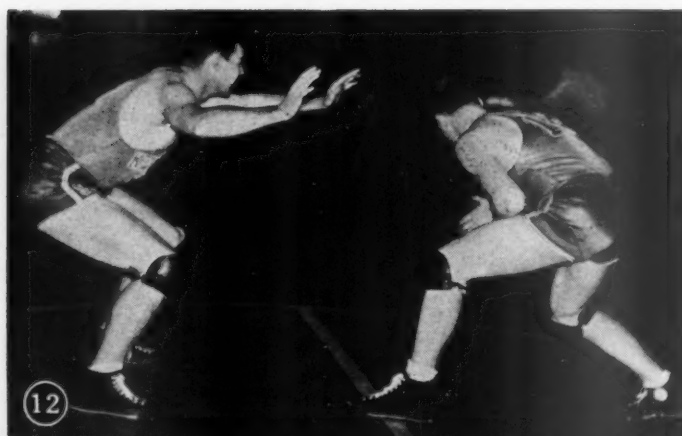
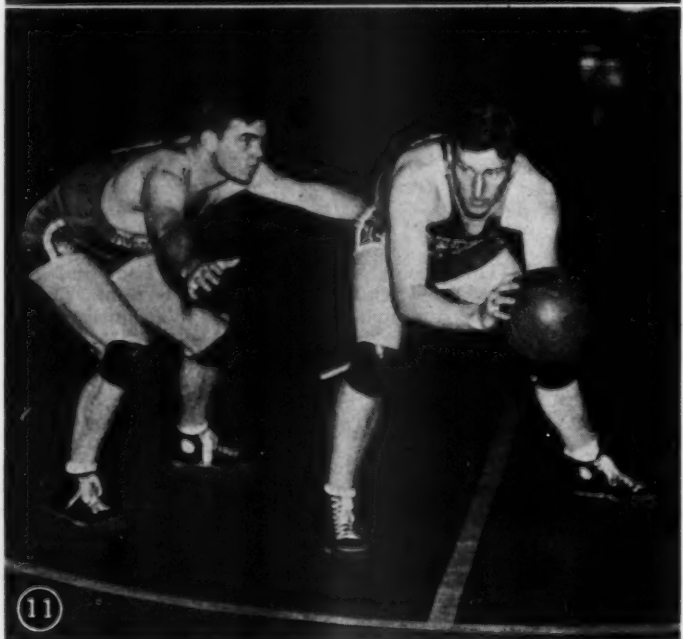
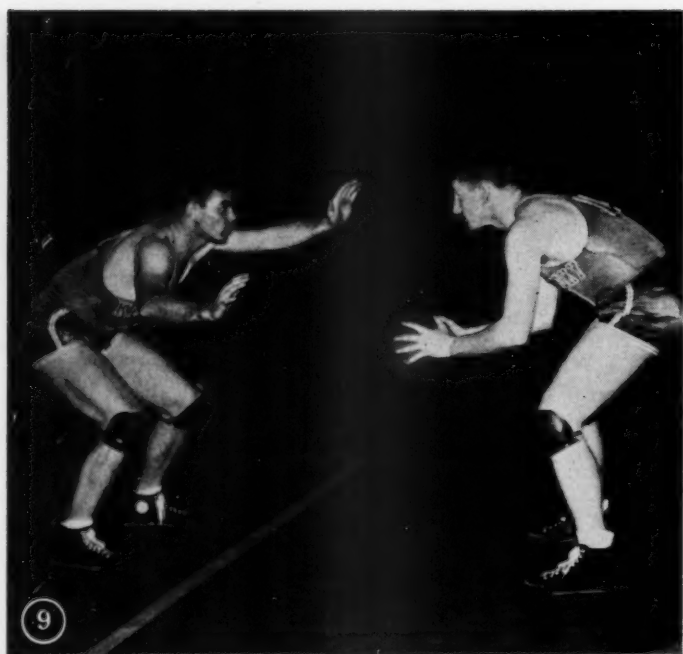


Illustration 9—The man with the ball has been dribbling and has been forced to stop by a guard in the vicinity of the basket. Notice that the feet of the offensive man are almost on a straight line with the free throw line. If he cannot take a good shot from this spot, his feet are in such excellent position that he can turn and pass the ball to a team mate trailing and cutting by on either side.

Illustration 10—This shows the position of the offensive man after establishing his right foot as the pivot foot and reversing his position by swinging his left foot into the position shown.

Illustration 11—The opposite of Illustration 10 is shown here. Refer to Illustration 9. Suppose the man with the ball decides to establish his left foot as the pivot foot. By turning his back on his opponent and swinging his right foot around to the position shown, he is able to pass the ball to a team mate cutting by on his right side. Notice the footwork and body position of the guard.

Illustration 12—The man with the ball has been dribbling and has come to a stop with his left foot advanced. Some coaches prefer to have the dribbler come to a stop in this position, while others prefer the stance shown in Illustration 9. The situation has much to do with the position.

Illustration 13—This shows the offensive man, with the ball well protected, after having made his pivot on his left foot by swinging his right foot to the position shown. The defensive man has stepped up with his right foot, and the offensive man has placed his right foot outside of the defensive man's right foot. The defensive man by poor footwork has placed himself in an awkward position to check another offensive man cutting by to receive a pass. In fact, he is out of the play. He could have avoided this had he shifted properly by sliding his feet.



Miller and Burstow, two members of the 1935 Centralia High School track team, state 880-yard relay champions, demonstrating the sprint baton pass. The pass is made at top speed. This was an early season picture. Miller, the incoming runner, has too high a kick-up and is toeing out. However, the baton action here is excellent and illustrates the timing that must be developed in sprint relay racing.

The Sprint Baton Pass

SEVERAL types of baton passes are used in sprint relay racing. The backhand pass used by the relay teams I have coached is very similar to the pass taught to the 1932 Olympic 400-meter relay team. A great many high school teams hesitate to use this pass because of the danger of having runners cross boundaries before the exchange is completed. However, in six years of use, high school teams I have coached have suffered only one violation of the boundary rule. The added speed in this pass more than makes up for any danger of dropping the baton or for the possibility of boundary violations. I always advocate it on any pass from a sprinter. I recommend it even in the medley relay, when the pass is made from the 220-yard runner to the quarter miler.

Baton drill should start with the first track workouts. We practice this drill in teams of eight men. During the early workouts we confine the drill to mastery of carrying the baton, changing hands and releasing the baton to the outgoing man. All of the responsibility for the pass is placed on the incoming runner. The outgoing runner does not look back on the transfer.

After the runners are in shape to run, we have them practice over the 220-yard distance, each man traveling 55 yards. Each runner, except the lead-off man, walks back from his rear boundary five to seven strides. There he scratches

By Roy C. Hall
Franklin High School, Seattle, Washington

a mark on the track and then returns to his boundary mark. He stands there in a semi-crouched position with his left foot and left arm ahead, his right arm back. When the incoming runner passes the mark made on the track by the outgoing man, the latter turns and starts as nearly as possible in the same manner he uses on leaving the blocks. As he starts he commences an arm movement count. The incoming runner begins the count when the outgoing runner starts. On the fourth count, the outgoing runner's right arm swings back approximately parallel to the ground, with the palm up, and remains there until the incoming runner places the baton in his hand. The exchange is shown in the illustration of Miller and Burstow. As the incoming runner places the baton in

the outgoing runner's palm he shouts "Go!"

In the early practice work, I have the men count out loud. The second and third runners transfer the baton to the left hand upon receiving it, while the lead-off runner should start with the baton in his left hand. The anchor runner need not change the baton.

The important thing is to have the first, second and third runners drive in on the exchange. I usually have them breathe deep and hold their breaths during the last 25 yards of the exchange. Some runners cannot hold their breaths in this zone, but they can drive in once they are taught the importance of a fast exchange.

The outgoing runner should break away from the incoming runner after the transfer. If the incoming runner is even with or passes the outgoing runner on the exchange, the outgoing runner should start sooner. He can accomplish this by moving back the starting mark on the track. If the outgoing runner runs away from the incoming runner before the exchange is made, he should shorten up the starting mark.

In sprint relay racing, the men should be placed in the order in which the baton is best handled. I try to anchor the fastest man. However, on the state championship team of last year, I had the fastest man running number three. The year before I had the fastest man run in the lead-off position.

FROM 1929 to 1935, Roy C. Hall, coached at Centralia, Washington, High School. He is now on the coaching staff at Franklin High School in Seattle. During a six year period, Centralia's relay teams were district champions four times, southwest Washington champions three times and state champions in 1935. In 1934, Mr. Hall coached the southwest district team that set a new state record in the 880-yard relay of 1 minute 29.5 seconds.

The Progress of Amateur Wrestling in the United States

Wrestling in the Colleges, High Schools and Athletic Clubs

By Hugo Otopalik
Iowa State College

REPORTS from all parts of the country indicate that amateur wrestling within our schools, colleges and athletic clubs is on the increase. Under the proper kind of supervision and instruction there is no doubt that the next few years will see the sport well established because of the many factors which may be pointed out as being beneficial to the individual competing.

In this activity, boys of equal size, age and strength compete against one another and not against those far superior in these respects, as is the case in so many of our games. Aggressiveness, determination, initiative, speed, agility, co-ordination, confidence, faith and belief in oneself, the feeling of strength in one's ability—all these qualities are developed in an individual competitive sport such as wrestling to a greater and finer degree than in most team activities.

Many people feel that injuries are far too common in wrestling, but investigation has disclosed that there are in reality very few serious injuries because of the close supervision given this part of the athletic program.

Several schools are postponing the day for sponsoring wrestling in their curricula till the stigma of the professional game has disappeared. The professional game and the amateur sport are as unlike as day and night. Clowning, apparent indications of pain and torture, false holds and combinations, passivity of one man while the other puts on the show, and hippodroming are all absent in the college sport where two boys compete for the fun of competing and not for the split in the gate receipts. Parents should not object to their boys wrestling, for it is an ideal exercise, bringing into play every muscle in the body. It is a splendid developer of health and physique.

Amateur Wrestling in the Deep South

By William B. Schriever
New Orleans Athletic Club

INTEREST in amateur wrestling in this part of the deep South has increased greatly during the past few years because of the large number of par-

ticipants, the increased attendance and the superior type of wrestling displayed in the many shows that have been held.

Several colleges and universities in the Southeastern Conference have taken up the sport and all probably will in the future. A number of high schools within this district have wrestling on their athletic programs, but with competition in interclass work only. It is only a question of time when these colleges and high schools come to a realization of the many values to be derived from this fine old sport, both from the physical and competitive angle.

It is the athletic clubs and the Y.M.C.A. that are doing the pioneer work in this field, educating the public to the fine points of the game. Many interclub, intercity and interstate tournaments are held throughout the year, with the following cities participating in these tournaments: Dallas, Longview, Houston, Mobile, Selma, Little Rock, El Dorado, Shreveport and New Orleans.

It is the hope of the writer to have the Mid-Winter Sports Association of New

Orleans, sponsors of the famous Sugar Bowl Football Game which is held in the Crescent City each New Year's Day, support an open interstate mat meet the early part of next year.

At the present time, the New Orleans Athletic Club is making a bid for the Olympic Sectional Wrestling Tryouts for this section of the South, and, if given the award, this Club will make the meet one of the classics of the mat sport in this part of the country.

Amateur Wrestling in the Western Part of New York

By Mark Ellingson
Rochester Athenaeum and Mechanics Institute

DURING the past ten years, college and amateur wrestling in the western part of New York state has made substantial growth. Ten years ago, Cornell and Syracuse Universities were the only two educational institutions



American wrestling group prominent in the 1932 Olympics. Left to right: Hugo Otopalik of Iowa State College, Coach of the 1932 American Olympic wrestling team; Robert Pearce of the Oklahoma Agricultural and Mechanical College, Olympic champion in the 123 pound class; Jack Van Bebber of the Los Angeles Athletic Club, Olympic champion in the 158 pound class; Peter Mehringer of the University of Kansas, Olympic champion in the 191 pound class; C. W. Streit of Birmingham, Alabama, Manager of the team.

Fall with a Reverse Body Lock

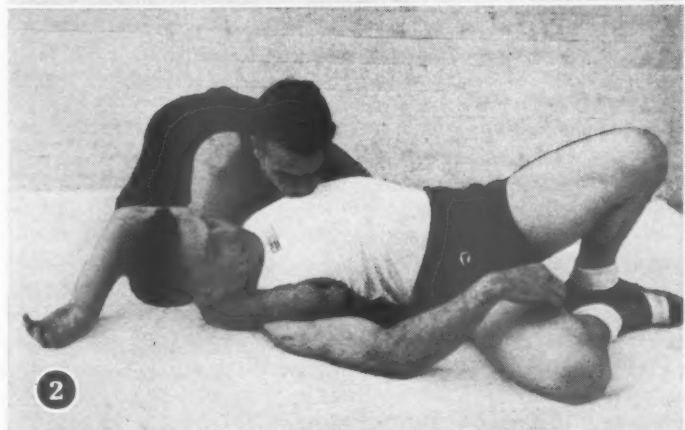
Illustration 1—The body of the aggressor (in black) is on a line with his opponent's body. The aggressor keeps his legs well spread, his weight on the chest of the underneath man. The aggressor's elbows are at right angles to his opponent's body; he presses his head on the chest of the under man. It is easy to secure a reverse wrist lock from this position.

Fall with a Head, Farther Arm and Body Lock

Illustration 2—This is secured from a reverse three-quarter nelson from the front. The hands of the aggressor are clasped tightly. The body of the aggressor is at right angles to his opponent's body. He presses his head into the chest of the under man.

Fall with a Reverse Head Lock and Leg Spread

Illustration 3—The weight of the top man is pressed into the chest of the under man. The top man has one arm around his opponent's head in a reverse head lock. His other hand and arm may be used to brace himself and keep from being turned. His legs are spread outward.



Coming Out with a Sit Out and Hand Break

Illustration 4—The underneath man (in black) is shown coming from the underneath position on his hands and knees to a sitting position, at the same time tearing his opponent's hands apart and forcing his chest up to help break the hands. When his opponent's hands are separated, the underneath man can then quickly turn and go for the legs of his opponent.

Reverse Three-Quarter Nelson Leading to a Fall

Illustration 5—When the aggressor (in black) is in front of his opponent, he takes the reverse half nelson, forcing his head down and at the same time keeping his own legs well spread. He then comes to the side of his opponent and places his opposite arm under his opponent, clasping his hands and securing a fall, as shown in Illustration 2.

Fall with a Head Scissors and Arm Hold

Illustration 6—The aggressor (in black) secures the head scissors with the legs pressing just below the ears of his opponent on the side of the face. He then turns or twists his legs in toward his opponent. He keeps his body over his opponent's arm and holds his wrist.

These illustrations and the explanations that accompany them are from Hugo Otopalik, Coach of Wrestling, Iowa State College, Ames, Iowa. No reprints are being made of these illustrations by this publication.

in this area above high school rank which included wrestling as an intercollegiate sport. At the present time the list includes Alfred University, Colgate University, Saint Lawrence University, the University of Buffalo and Rochester Athenaeum and Mechanics Institute, in addition to the first two institutions which have been mentioned.

During this period, many outstanding wrestling teams have been brought to the western New York section, chiefly by Mechanics Institute, although Syracuse and Cornell have maintained schedules with teams of the Eastern Intercollegiate Athletic Association.

Outstanding among the teams brought to the western New York section have been those from the University of Chicago, Iowa State College, Brooklyn Polytechnic Institute, College of the City of New York, Michigan State College, Kent State Teachers College, Western Reserve University and the University of Toronto.

Wrestling meets have grown in popularity, and many people formerly fans of professional meets have turned to amateur meets to see clean, scientific wrestling.

One serious set-back received by amateur wrestling resulted when high school wrestling was discontinued in the Rochester public schools about two years ago. This was a depression measure, and it is hoped that wrestling will soon be resumed in the high schools of this city.

The depression apparently stimulated the growth of amateur wrestling in athletic clubs and in the Y.M.C.A. Notable success has been achieved by the Y.M.C.A. in Rochester, Elmira, Ithaca and Buffalo. In addition, the Eagles Club of Oswego, the Knights of Columbus Club of Rochester and other independent clubs have established teams and carried on successful seasons.

Amateur wrestling is still seriously threatened by the very poor quality of professional wrestling, by the lack of properly trained coaches and by inadequate facilities. These, however, are difficulties which can be overcome. It is encouraging to note that many of the smaller high schools in western New York are starting wrestling on an intramural basis and are able to overcome the handicaps indicated above.

Wrestling in Southern California

By W. R. Wegner
Whittier, California, High School

WRESTLING is beginning to spread to many high schools in and around Los Angeles. As yet, many of them do not have interschool competition, but confine their activity to wrestling as a self-defense art or to the school tournaments which are coming to be very popular in the West.

Whittier High School had no dual meets last year, but instead had a monster school tournament of its own, which was the fourth annual event of this kind. In all, ninety-three boys were entered in thirteen weight classes. Instead of competing in an elimination system, all boys in a weight wrestled each other, scoring 0 for a fall, 1 for a decision and 3 for losing. On completion of all bouts, the boy having the least points was declared the winner; medals were given to the first three in each class. Over a period of six weeks, 357 bouts were run off in this manner. A strange thing found in this tournament was that none of the first place winners lost a single bout, and the second place winners lost only one bout each. Last year was the best season of wrestling at Whittier, as every boy was given a chance to compete often, and wonderful bouts were put on each time, for no boy wanted to have the worst record.

The big event in high school wrestling was the Annual Southern California Inter-scholastic Wrestling Tournament which was held in Perry Gymnasium of Whittier High School on April 12. Fifty-one contestants from eight schools wrestled fifty-four bouts during the afternoon and evening. Whittier High won the team title with 5 firsts, 3 seconds and 1 third to place a boy in each division. Whittier's nine boys took part in twenty-seven of the fifty-four bouts, winning sixteen falls and six decisions, and losing only one fall and four decisions.

The Southern Pacific Amateur Athletic Union committee on wrestling has done much to encourage amateur wrestling in the Los Angeles area. Each year a novice tournament is staged. As medal winners of A.A.U., collegiate and naval championships are barred from entering, many of the boys are given a chance to compete with men their equals. This year ninety-two men were entered from nearly fifteen clubs, with straight elimination in effect. Many of the battleships in the harbor entered full teams, as did nearly all of the local amateur clubs. The U.S.S. Nevada won the team championship. About a month after the novice event, a junior tournament is held, and from this are barred only first place winners of A.A.U., collegiate and naval groups. This is conducted as the novice tournament, with the Olympic Games method of falls and rules in effect. Whittier Athletic Club won the team title in this meet last year.

We are now about to begin our senior tournament, which is open to all, and will be conducted under Olympic rules. Each night for one week, bouts of this tournament will be held at a different club, thus giving all a chance to see the fine type of wrestling prevalent in Southern California. The winners of this tournament are entitled to enter the national and Olympic tryouts.

Last spring, members of the Inglewood

American Legion sponsored the Junior National Wrestling Championships as approved by the National A.A.U. committee on wrestling. Two days were necessary to run off this tournament. The Inglewood American Legion Wrestling Team won the team title, with the University of California a close second.

Wrestling for the Blind in a State Institution

By M. P. Landis
Iowa School for the Blind, Vinton, Iowa

MANY activities in physical education have been offered students at the Iowa School for the Blind to see if they can do anything in sports. We have been amazed at the progress the partially and totally blind have made. They do almost everything individuals with normal sight can do, but with much less accuracy. Imagine a boy sixteen years old hitting a baseball for the first time in his life! Or can you see eight totally blind boys playing baseball, pitching, catching, batting, fielding and, not the least, running the bases?

Wrestling, with roller skating and swimming, furnishes the best balance of exercise for these students. As wrestling is rough for totally blind boys because of their lack of exercise, we went at the teaching of it in a cautious way. We showed the boys a few holds by which they found they could pin another boy to the mat and hold him there. That was fun. When enough boys were interested, we asked for a mat. Now we need two mats.

In teaching these boys, after we have passed the first stage of instruction, we show one or two boys a new hold and explain how to execute it. When they have it learned fairly well, we have them practice it. Later we have these boys work with different boys in order that others may learn the holds. All holds are practiced first with very little resistance, and, as each boy improves, his partner gives more and more resistance. Practice continues in this way until the boys are ready for matches.

Some holds can be taught by having the boys pair off and the coach act as an announcer, telling them just how to execute each part of a new hold while they go through the actual practice. Following this, the coach shows each boy what mistake he may be making.

Our matches are all started with both boys down on their knees, one hand of each boy on his opponent's elbow and the other hand behind his opponent's neck. They wrestle seven minutes. If there is no time advantage after two minutes of wrestling, they break, and a coin is flipped for positions. They then wrestle for two three-minute periods, one having the advantage the first period and the other the advantage the second period.

The Importance of Details in Athletic Management

CAREFUL attention is not given to the little details in the management of school and college athletics as often as it should be. The larger affairs of management are generally handled efficiently by coaches and faculty managers. It is to the little things, which add to the comfort and convenience of players, coaches and spectators, that I am directing attention in this article. Taking care of these details makes the difference between pleasure and annoyance for those who participate in athletic contests.

An efficient manager should be able to work out a number of devices for improved procedure in handling personnel and materials. I shall point out here a number of phases of management in which details are important and shall also suggest some ways of handling them.

Qualifications of the Manager

BEFORE proceeding farther I should like to make some observations regarding the person who takes care of the management of athletics. In high schools the work is usually done by the coach, the principal, the superintendent or some other member of the faculty. I believe that the person taking care of this work should be a faculty man who has had some experience in athletics himself, but who is not engaged in coaching or the administration of the school. When the coach or principal tries to manage athletics, many of the details of management go undone for want of time to take care of them. In colleges the same situation should generally obtain, with the management in the hands of some member of the physical education department. An adequate number of adult assistants and student managers is necessary in every school or college.

One of the most important duties of the manager is the handling of crowds at athletic contests. I think the greatest mistake the manager can make is to shut himself up in a ticket booth. He should be the field general for the conduct of the game, except that of course he has nothing to do with the handling of the players. He should direct the police, ushers, gate-men, student managers and other assistants in such a way that the crowd will be placed correctly and kept in place at all times. He should note the absence of any equipment necessary for the game. He should also provide everything possible for the comfort of players, officials and spectators. In case of any disturbance at any point of the field, the manager should

By Sidney R. Boyd
Public Schools, Ashland, Ohio

be available to settle it immediately. In time, those who are connected with the conduct of the game, as well as spectators, will learn to expect immediate assistance and direction from the manager if he is always supervising affairs on the field or in the gymnasium in a business like way.

The direction of assistants requires working out in detail. No one manager can expect to handle all of the business of athletics. Stenographic help is needed in the office so that he will not neglect the details of correspondence for lack of time. At games, provision for assistance will make it easier to handle admissions as well as the work on the field. It takes thorough organization to look after everything, but it pays in the end in well conducted games.

Pre-Game Details

A DETAIL in management that is important is that of previous notification of visiting teams and officials regarding their part in the contest. It is annoying for a visiting team to go to another school without knowing the arrangements regarding the time and place of the games, dressing facilities, ticket and pass agreements, and the designation of officials. The host manager should explain all of the items in detail some time before the day of the game. Such action saves delay and embarrassment near game time. I send a form post card to officials indicating the date, fee, time of game, dressing place, colleagues and field assignment. Twice in the last year I have had these cards checked by officials who had other games on that date.

The preparation of the playing floor, court, diamond or track sometimes falls within the duties of the manager. Little details such as the provision of adequate benches, restraining ropes for spectators, scoreboards and drinking water cannot be overlooked. Smaller details such as the

ALTHOUGH winning teams may draw crowds, unless proper arrangements are made for the handling of the spectators and the contestants, the athletic program cannot long be regarded as successful. In this article Sidney R. Boyd, who is Director of Physical Education in the Public Schools of Ashland, Ohio, explains efficient methods of handling the details sometimes overlooked in the promotion of athletic contests.

filling in of pitchers' boxes, drainage of water holes, use of cinders on approaches and a thousand and one other duties should be taken care of as the need arises. Fences, gates and admission entrances demand attention so that crowds may be handled properly, and free customers kept out. Temporary stands should be tested so as to avoid the collapses that some schools have experienced. Finally, the gymnasium or field should be in a clean condition, with old paper picked up, old notices taken down, seats swept off, and equipment and junk put out of sight. Janitors and student managers may help in these details, but the direction and final inspection is the responsibility of the faculty manager.

Publicity, whether in a large or small school, pays. The alert manager will not only use the regular channels of publicity but will take advantage of the unusual methods of calling attention to the game. Special stunts, whether in school or out, as well as special bulletin board or handbill advertising all require attention to details. A certain amount of showmanship is as essential in the promotion of athletics as in the entertainment field. Sometimes stunts between halves of games will attract certain people. The handling of bands is usually left to the faculty manager. These bands need information as to their duties, and they require adequate seating facilities. Even the details of a flag-raising may fall upon the faculty athletic manager.

Care of Equipment

THE proper care and storage of equipment will prove a measure of economy. Wooden equipment such as hurdles, benches and bleachers should be painted to make them waterproof. They should be stored in dry places. Ticket booths should be cleaned and closed securely when not in use. Repair of equipment eliminates breakage and danger to contestants. Coaches or managers should have playing equipment cleaned and stored in a systematic manner. Return of the equipment provided players is one of the most difficult administrative problems of coaches, but one which must be met according to the local situation.

While the duties of the manager of athletics are varied and extensive, they can be handled efficiently by proper organization and planning. Whenever details are left undone, embarrassment follows to all who participate and to all who attend athletic contests.

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JOHN L. GRIFFITH, Editor

How We Behave in Adversity

FOLLOWING the close of the football season, many of the colleges whose teams were unsuccessful this past fall decided that something must be done to bring about improvement. It is interesting to note how the men in these institutions behave; that is, what it is that they decide to do. It is easy to predict that many will follow the same pattern.

Many of them will place the blame for their losses on some individual. When we as a people are disappointed, we usually blame some one person for our plight. In the case of football, of course, this individual is always the coach who is so unfortunate as to be on the job when the team loses. He might have been a good coach the preceding year, but if the team suffers reverses, even though the coach is not to blame, he is held accountable.

When a team loses, there are some people who suggest that the university employ a coach who has a system that is guaranteed to get touchdowns. The man on the street thinks that there is some magic in scoring touchdowns, but the coaches know that touchdowns are the result of hard work, hard blocking, hard tackling, hard charging, and that a team to win must pay the price for victory. In other words, there is no royal road to success in football.

I know a coach who accepted a position ten years ago. He had proved that he was a good coach; he taught one of the three or four best systems in football. When he arrived on the job he found there a fine school spirit and he found that the players were eager to win. For seven years this university won victory after victory. Too much prosperity, however, softens a team, and the coach found three years ago that his boys were not willing to carry out their assignments with so much enthusiasm and vigor as previously had been the case. They thought that the coach ought to give them some plays with which they could score without any hard work.

The coach told the men that they could not expect to win unless they were willing to cut out drinking, gambling and raising whoopee in general. He told

them that the system they were using had produced good results when the players in other years faithfully carried out their assignments. He explained that the players made the system and that the system did not make the players, but the members of the team did not want to pay the price for victory. They said the coach was old-fashioned and that he belonged to the horse and buggy age. They wanted a modern coach who could show them an easy method of scoring touchdowns.

The result is that they fired the man who had helped them win seven championships and three years ago secured a new coach. This man had never played football, but he had some theories that he convinced the players and the alumni were sound. He proved by philosophy and higher mathematics that it was foolish to depend on fundamentals, and so he spent no time in teaching the men to tackle and block and charge. He discarded the theory of the survival of the fittest in picking a team from the squad. He said that under his system he could pick as ball-carriers and blockers men who under the old system would have been considered incompetent to carry the ball or block.

For three years this coach from the lunatic fringe of football has been waving his magic wand, but the team has not scored any touchdowns. Now the people are beginning to believe that the new coach's theories are unsound and they are looking for one of those old-fashioned chaps who does not believe that there is a royal road to success in football; a man who insists that the team that blocks the hardest, tackles the hardest, charges the hardest will win.

The good people of South Dakota a few years ago decided to change their economic system and they adopted five or six socialistic schemes. They have since abandoned all but one of these. This one will ultimately be discarded. It is estimated that this lesson in economics will cost the people of South Dakota something like thirty-five million dollars. After the old and proved system is again applied, they will get out of their troubles in the right way.

Kipling, who was very much of a philosopher in his splendid poem, "The Gods of the Copybook Headings," suggests in substance that through all the ages the herb venders, the witch doctors and the miracle men have been given the chance to right all of the ills of humanity but that finally the Gods of the Copybook Headings outlast them all.

The Gods of the Copybook Headings tell us that thrift, industry, hard work, intelligence and honest effort produce desired results. In other words, when things go wrong in a country such as this the people themselves are to blame. It is not popular of course to tell people who lost their savings in the stock market that they themselves are to blame. It is easier to place the blame on someone else. It is not popular to tell the people that they do not deserve good government because they do not see that good men are elected to political office. It is easier to blame the capitalistic system. A year ago at the Oberlin meeting, representatives of the Congregational and Christian churches resolved that the profit system should be abolished; that is, they pro-

posed to abolish the merit system and they further resolved that private ownership of property should be eliminated and a new system be adopted that would eliminate incentive to hard work. The people do not like to be told that they have done wrong, that they should pay for their sins and that if they want to get out of trouble they should work harder and should live in accordance with the teachings of the old gospel. It is easier to imply that the people are in no wise to blame when they do foolish things, to pity them because someone made them speculate in farm lands or inveigled them into buying stocks or bonds that later were found to be worthless.

When a university enters upon a period of athletic depression, some of the alumni invariably suggest that a short cut method designed to get the football department out of trouble be adopted. The short cut method that they always suggest is that they hire mercenaries to win football games for old Alma Mater. This of course is a dishonest method, but those who propose it make the excuse that after all they are passing through an emergency period and that it is all right to do things during an emergency that they would not think of doing in other times.

When we as a people get into trouble we, like the alumni, always look for a short cut method. When the kings of old found themselves in difficulty because of overspending they called in the gold coins, clipped a piece from each coin, returned the mutilated coins to their original owners and with the residue paid for their profligacy. They excused this on the grounds of the emergency. Modern governments do not clip the gold coins. Rather, they inflate the currency by subtle means. They sell bonds with the gold contract and then repudiate the contract. They enter upon a wild period of spending, and the people accept these questionable short cut methods because after all, they say, we are in an emergency.

We have noticed that when any of our friends in athletics become pessimistic, realizing that there are many evils practiced in connection with highly competitive athletics, these men invariably suggest that some man or some group of men be given police powers with the thought that by force and coercion they can make all people connected with athletics honest. Almost every year someone suggests that the National Collegiate Athletic Association be made into a governing body and given the power to police the colleges of America. The N.C.A.A., however, has always resisted the temptation to assume these powers even though they be delegated and has insisted that when progress is made it is by and through the slow, painful and tedious process of education: that is, the N.C.A.A. believes in self-government, in home rule and in local responsibility so far as the administration of athletics is concerned. If the N.C.A.A. were to undertake the impossible task of trying to enforce rules designed to improve human nature in terms of college athletics, then of course local governing bodies would no longer need to exist. When we passed the Volstead Act and asked the Federal Government to see to it that we all drank water instead of alcohol, the several state

and local governments relinquished all responsibility that they might have had in connection with law enforcement, and of course the Federal Government failed. When the N.R.A. was set up for the purpose of seeing to it that all men in business competed fairly, many of the trade associations passed out of existence. If the N.C.A.A. or any other national body were to make the mistake of trying to police the colleges, then, of course, ultimately the local conferences and other small and homogeneous groups would no longer need to carry on their work.

Daniel E. McGugin

WITH the passing of Daniel E. McGugin, football, college athletics and the sports world in general lose a fine character, a great sportsman and a loyal friend. Dan McGugin was a great coach. He performed his work in a thorough, workmanlike manner, and as a result his teams always played an acceptable game. He did not make an effort to secure made players but developed the boys who of their own free will came to him.

He was more than a great coach; he believed in athletics not only because he loved the game with its thrills, victories and defeats, but, what is more, he believed that by and through the medium of college athletics he could help boys find themselves and thus be prepared to live full and satisfactory lives of service. His men loved him not alone because of what he did but rather because of what he was and because of the things that he stood for. When the news of his death came over the air Sunday night, January 19th, many a Vanderbilt man and many a man who never had the privilege of playing on any of his teams brushed the tears from their eyes and said, "It can't be true."

Dan McGugin did not confine his work to the campus that he so dearly loved. He always had time to help the Boy Scouts, to assist in every worth while enterprise in his community and state, to serve as President of the American Football Coaches Association and in every way to make his life one of service to his fellow men.

The college coaches and athletic administrators who knew him and others who knew of him are proud of this comrade who was an honor to the game and who always upheld the finest traditions of sport. His place cannot be filled, but we can all profit by emulating his example and by following in his footsteps. The world is better for his having lived in it. Let us carry on the work that he so nobly advanced.

For the Inventor of Basketball

OUT of gratitude to the inventor of basketball, coaches and players have determined that Dr. and Mrs. James Naismith shall be sent to the 1936 Olympics as their guests. The week of February 7 to 15 has been set aside for the collection of funds. Each school and college will donate one penny for each spectator attending one home game during this week. This is a worthy project.

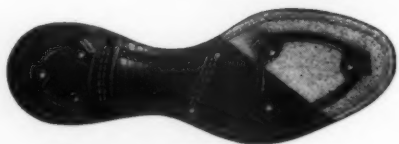
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236

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Blueback kangaroo uppers. Special featherweight construction. Flexible shanks. Hand forged spikes. This shoe is light yet guaranteed not to rip out in the seams.

250H BALL-BILT-H.

Identical to No. 250 Ball-Bilt except equipped with the Health Spot insole described below.

254 PRO-BILT.

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254H PRO-BILT-H.

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The Health Spot insole is definitely helpful to both weak feet and normal feet. Its purpose is to maintain the correct position of the bones of the foot without artificial support. Basically the misalignment of the foot results from the inward rotation of the heel bone.

The Health Spot insole accomplishes the necessary realignment of the heel bone by placing a wedge under the inside of the heel, thus tipping the heel to the outside. To aid in this realignment the insole is extended up around the side of the arch, not underneath it (see illustration at left), and contributes much of the support necessary to keep the foot in its natural position and balance. The arrow points to the "Health Spot"—the only logical spot at which the support necessary to hold any foot in its normal position can be placed. Once the foot is held in its normal position so that it can function properly, the exercise it gets will strengthen it and restore the necessary muscle tone.



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702 DASH-BILT.

Blueback kangaroo uppers. Reinforced with kangaroo vamp lining. Comes equipped with regulation forged steel spikes.

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738
702
704
701



710



719

THE DETACHABLE TRACK SPIKE

SPOT-BILT track shoes feature a new type of detachable spike. This new spike (illustrated at right) screws directly into the sole of the shoe and locks itself securely into a spring steel plate embedded in the sole. The advantages of this new spike are—1. Rustproof because cadmium plated. The spikes can always be removed. 2. Easily and quickly replaceable with the aid of the wrench illustrated. 3. Lighter in weight than old style detachable spikes. 4. No part of the assemblage passes through the insole, consequently the insole of the shoe is always level. The athlete's foot is thus protected from injury or discomfort. Spot-Bilt detachable spikes are rugged and durable. They are available in three lengths—11/16 inch, 9/16 inch and 5/16 inch. All shoes come regularly equipped with the 11/16 inch spike.

The wrench illustrated will quickly remove and replace track spikes, and football cleats.



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Job Analysis Applied to High School Athletic Managers

By John B. Shepard

Eagle Rock High School, Los Angeles, Calif.



John B. Shepard

IN any plan which is organized for the purpose of using students as managers of the high school athletic teams, two important objectives should be kept in view. First, the scheme must be so organized that the use of such student assistants will be of definite value to the coach; second, participation in this type of activity must provide a positive educational experience for the boy.

Writing in *THE ATHLETIC JOURNAL*, Durrett states, "No doubt there are bad features concerning the student manager plan but these are possibly due to a lack of organization and the personality of the student managers. . . . The task of organization of student managers is the coach's own responsibility. The success or failure of the system depends upon the type of individual that the coach has selected as manager and assistants."¹ According to Williams, "Success in management depends upon definite plans and infinite pains in small details."² As a general rule, the coach should not give his attention to details for the following reasons: (1) He should not expend his physical energy too freely if he expects to do a good teaching (coaching) job; (2) It is not good economy for the coach to perform those duties which a person on a lower scale of remuneration could adequately accomplish.

Therefore, it would seem that while the coach must assume the general responsibility of formulating policies for the organization and efficient functioning of a managerial system, he should relinquish a majority of the actual duties to the student managers. Neilsen believes that the job analysis technique should be applied to physical education and that it should show "actual requirements of a certain job, and . . . the qualifications necessary in a person to fill that job."³

If the coach, or head of the boys' physical education department, will make a careful analysis of the requirements of the job in his particular situation, and formu-

late a definite plan in writing for the guidance of student managers, he will find it of untold assistance. Such an analysis presented in writing to the managers makes it clear just what is expected of them, relieves the coach from answering many questions and avoids the omission of important details on game days. The analysis which follows shows the plan employed in one school and presents the general principles involved, which, of course, should be modified according to the needs of each individual case.

Qualifications for the Managership

THE candidate for the managership must be of unquestioned honesty, as he has access to large quantities of supplies and equipment. He must be intelligent and have the capacity and willingness to accomplish his assignments. A boy of congenial nature possessing the fundamental qualities of leadership is to be desired. The following specific rules are enforced:

1. No boy shall be eligible to compete for an assistant managership until he is a B10 student in full standing.
2. No boy who is a candidate for an athletic squad engaging in interscholastic competition shall be eligible to compete for a managership during the same semester. (This rule has been found desirable because of the overlapping of the various sport seasons, and it also tends to bring out the boy who is interested in athletics, but who is not of the caliber necessary for interscholastic competition.)
3. All managers of an athletic squad

DURING his undergraduate days at the University of Vermont, John B. Shepard set a record for the 880-yard run which has not since been equaled at his Alma Mater. Graduating in 1922 with a degree in Agriculture, he took a degree in Education the following year and then went to the Pacific Coast as coach at Whittier, California. With the opening in 1927 of the Eagle Rock High School, he was appointed Chairman of the Boys' Physical Education Department at this Los Angeles institution. He is primarily interested in track. In the past three years, Eagle Rock track teams have won five of the nine possible track titles open to them in their league.

shall be required to maintain the same scholastic standing as other members of the squad; namely, that they have passed in three solids the previous semester, and are passing in three solids during the current semester, in addition to maintaining the proper standing in citizenship.

Method of Advancement

IT will avoid the possibility of future embarrassment on the part of both the student and the coach if the former clearly understands by what manner he has the opportunity of advancing to the senior managership. The scheme outlined has proved to be of value.

1. There shall be no limit to the number of students trying out as assistant, or "scrub," managers.
2. At the close of the season the coaches and the Boys' Vice Principal shall select the number of junior managers, as specified for that particular sport, from the assistant managers trying out that season. A confidential written report from the senior manager, giving his estimate of the various candidates, shall also be given consideration.
3. The senior manager for the coming year shall be selected by the same method from those junior managers who were in competition during the current season.
4. There shall be three junior managers in football, two in basketball, three in track and two in baseball. The distinction in the number of junior managers assigned to various sports is necessitated by the larger squads in some activities than in others.
5. In case a senior or junior manager elected for the coming season should leave school or become ineligible, his place shall be filled by the next man on the list.

Comparative Responsibility of Each Group

THE senior manager is the key man of the system and the individual through whom the coach accomplishes his desires. He is responsible that all regular duties are performed; also any special work that the coaches may assign. He is solely responsible for all work done in the equip-

¹ Durrett, W. P., "Student Managers in High School," *The Athletic Journal*, Vol. XIII, No. 4, Dec. 1932, p. 44.

² Williams, J. F., *The Organization and Administration of Physical Education*, Macmillan Company, New York, 1924, p. 182.

³ Neilsen, N. P., "Job Analysis Technique Should be Applied to Physical Education," *Journal of Health and Physical Education*, Vol. I, No. 1, Jan. 1930, p. 9.

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● On the back swing, the trade mark turns "in"—but on the forward swing it comes up around to the top. When the bat smacks the ball, the trade mark is up—the edge of the grain is forward—the wrist directly behind the blow. The result—a power drive!

WORTH KNOWING—Both the 1935 National and American League Champions' uniforms were tailored and furnished by Spalding. As a matter of fact, every team in the major leagues, last year, with but one exception, wore Spalding uniforms.

ment room, or for any equipment drawn therefrom, and he must be able to show receipts for all equipment issued. In fulfilling these responsibilities, he should be chiefly engaged in directing and supervising the work of the junior and assistant managers.

The junior managers receive assignments from the senior manager for the performance of particular duties and are responsible that these assignments are completed. They assist, direct and supervise the work of the assistant managers in the performance of these duties. In sports such as football, where unlimited and lightweight squads are maintained, each junior manager, with a number of assistants, is assigned in rotation as squad manager for a week. Under the general supervision of the senior manager, he is fully responsible for all activities of the group for the given period. In this manner, each junior manager has an opportunity to demonstrate his ability as an executive.

The assistant managers, who are just starting upon their careers, may be assigned directly to a specific duty by the senior manager, but as a general rule they report to a junior manager and work under his supervision. They are responsible for the completion of whatever assignment may be given to them.

Managerial Duties

THIS discussion will be limited to those details of team management which lie within the province of the student manager. It is felt that such matters as schedules, advertising, publicity, ticket sales and other financial affairs should be under faculty control. The problem is further limited to a consideration of the high school sports in which interscholastic competition is most frequent; i. e., football, basketball, track and baseball.

The first portion of the outline below deals with items which are common to the management of all sports, while the remainder deals with details which are pertinent to each sport. The coach in a given situation can quickly prepare a list for his own managers by combining the two sections and expanding in such detail as may be necessary to fulfill his needs.

I. Duties Common to All Sports.

A. Equipment.

This refers to items such as uniforms issued for duration of season.

1. Mark for identification.
2. Issue articles. (Coach should supervise initial issue.)
3. Provide for necessary exchange during season.
4. Return at close of season. (Coach should O.K. the release slip.)
5. Prepare for cleaning and repairs.
6. Make a careful inventory.
7. Store all articles.

B. Home Games.

All managers on duty with definite assignments.

1. Preparation of field or floor.
 - a. Sprinkle field if necessary.
 - b. Mark playing area.
 - c. Provide for seating and control of spectators.
 - d. Provide benches for teams.
 - e. Provide score board.
 - f. See that all equipment is removed at close of contest.
2. Care of own team.
 - a. Prepare permits for excusal from class.
 - b. Exclude spectators from dressing room at all times.
 - c. Prepare first aid kit.
 - d. Provide drinking water.
 - e. Perform the following tasks relative to equipment:
 - (1) Provide for issue and return of all special equipment such as helmets in football.
 - (2) Provide for safeguarding all extra equipment while on field.
 - (3) Provide blankets or extra clothing for substitutes.
 - (4) Provide for emergency adjustments on personal equipment.
 - f. Allow only players on bench during contest.
 - g. Keep a record of all contests with reference to score, time played by each boy, officials, etc.
3. Visiting team.
 - a. Provide for dressing room, showers, towels and drinking water.
 - b. Have manager on the alert to care for other needs.
4. Officials.
 - a. Provide for dressing room, showers and towels.
 - b. See that equipment appropriate to sport is ready, such as "official" ball, gun, whistle, watches, etc.

C. Trips.

About three managers shall be carried on each trip, according to a rotating schedule. Each shall have a definite assignment.

1. Transportation. Our teams travel by bus and a junior manager shall supervise the loading at both ends of trip.
2. Other duties are those listed under B-2.

D. Practice Periods.

1. Keep spectators off practice area.
2. Distribute, safeguard and collect essential equipment.
3. Partially deflate all balls after practice.

E. Miscellaneous.

1. Gather information such as address, phone number, etc.
2. Supervise locker assignments.

II. Duties Peculiar to Particular Sport.

A. Football.

1. Keep a careful check on all balls and helmets.
2. Provide for special articles such as tackling dummy, etc.
3. Have following ready for games:
 - a. Yard markers.
 - b. Linesman's box and chain.

B. Basketball.

1. Maintain careful check on balls.
2. Keep nets in repair.
3. Provide table for timers and scorers at games.

C. Track.

1. Care of field.

Prepare a list of all routine work that should be done such as watering and dragging track, runways and circles, spading pits.
2. Practice equipment.

Prepare a list of articles needed for each event, as such a variety of equipment is required for the efficient conduct of the practice sessions that this is advisable.
3. Meets.
 - a. Prepare a list of all marks that managers should put in.
 - b. Prepare a detailed list of equipment that managers should have ready for each event and official.
 - c. Make a definite assignment of men to care for putting hurdles on and off. (This applies to the senior manager only.)

D. Baseball.

1. Keep a careful check on balls, bats and catcher's equipment.
2. Provide a system for retrieving foul balls.
3. Distribute and collect bases.

Awards

WHEN the matter of suitable managerial awards was contemplated, a number of coaches were interviewed and various methods studied. The following system was finally adopted and has proved quite satisfactory.

1. The senior manager, upon the successful completion of his duties, shall be awarded the school monogram with an "M" superimposed. Only one such monogram shall be awarded.

2. The junior managers, upon the successful completion of their duties, shall be awarded the middleweight letter with an "M" superimposed. The number of such letters awarded shall not exceed the number of junior managers specified for that sport.

3. The assistant managers, upon the successful completion of their duties, shall be awarded the lightweight letter with an "M" superimposed. Not more than four such letters shall be awarded.

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Minor Sports in High School Physical Education Programs

By Fahy Johnson

Community Y. M. C. A., Whittier, California

THE purpose of the physical education program in the modern American high school should be to provide an opportunity for every individual in the curriculum to act in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound. This, in itself, is an ideal; an attainment peak toward which the physical educator should continually strive. But it seems that many people are laboring under delusions.

Physical education is too often thought of as a method of producing perspiration, victorious teams, radiant health and bulging muscles. Sooner or later there must be a realization that the play way is the only way to health and happiness—that sport is a healthy amusement, not a business; not a purpose in life, but a method of re-creating the self.

Sports for Recreation

I WRITE in behalf of the forgotten high school youth who has been left by the wayside in a program of athletics, conducted in the interest of a few, in which only a limited number can participate and those being the ones needing physical training the least—in a program in which the primary elements of education are discarded. Health, enjoyment and sociability are relegated to secondary place and thus sacrificed for the purpose of winning.

The ideal philosophy of the physical educator should be "maximum activity for maximum numbers." Every high school boy or girl should be encouraged to select and participate in numerous leisure time activities and through practice and instruction derive the utmost enjoyment from them, not as a spectator but as an active participant.

It is the contention of the writer that there should be established in every high school physical education department a substantial program of minor sports such as volley ball, golf, tennis, swimming, badminton, handball, squash, paddle tennis, bowling and croquet—activities containing carry-over values, games that can be played through life.

Naturally, the high school student does not look ahead. He lives in an immediate world. He does not comprehend how useless his experience as a hard hitting full-back, a 9.8 second hundred yard man or a point a minute basketball player will be to his recreational life after he has reached

FOR the past few years, Fahy Johnson, Program Secretary of the Community Young Men's Christian Association of Whittier, California, has made an extensive study of the place of minor sports in the programs of the Y. M. C. A. and the public schools. This article, which deals with the public school program, is one of the results of that study. Some readers will agree with all of Mr. Johnson's conclusions, some will agree with a few of them, while some will agree with none. Most high school coaches, however, even though they agree with neither the premise nor the conclusions advanced by Mr. Johnson, will welcome this article by a man in another field of physical education who has given a frank expression of his opinion of the situation as he sees it in the high school field.

a more mature age. He refers to the milder sports as games for "sissies" and not for real men.

Now it is essential for his mind to be aimed and pointed under the guiding hand of recreational directors who have a strong conviction that sport is something that is played for fun; that a sportsman is an individual who plays for the sake of play and who would infinitely rather lose than play unfairly. The future of the high school boy's recreational life depends upon the active supervision of educators who strongly believe that sport cannot survive in an environment of grasping fingers, of people trying to capitalize upon it by calling it business.

Scholastic Considerations

THEN we must look at the situation from a different viewpoint; namely, the scholastic. We place so much stress upon the athletic program of the high school that we often visualize it as being separate from the regular educational curriculum, whereas in reality all parts are interwoven; recreation being as much a part of the curriculum as geometry, Latin or history.

In recent years an attitude has developed that is not in direct keeping with educational ideals and purposes. We find that too often the stadium overshadows the classroom. The late Honorable William H. Taft once said, "There is a real seriousness of the situation; the cheers and drama and color of athletics have so outweighed scholarship as to create in the mind of the average student a misconception

of the purpose of education. We must remember that it is not the successful athlete who is the most successful in after life. Tradition to the contrary, the better student becomes the better and more useful citizen."

The educational view of the high school student must be revised. Scholarship must take its place as the true goal of education, with the recreational aspect following along in turn with its part in the formation of symmetrical personalities.

Guiding Principles

ASSUMING that the ideal is always the most practical, the following suggestive principles are recommended for the development of a constructive program of minor sports in a high school physical education program:

1. That an opportunity be provided for every student to participate in a full season's program of recreational activities containing carry-over values in later life.
2. That every student be encouragingly urged to participate in at least two minor sports containing carry-over value.
3. That the activities be conducted under the leadership of properly trained instructors who have the educational aspects of the activity in mind rather than the continual stress of winning the game at any cost.
4. That the major emphasis be placed on intramural competition rather than interscholastic; the development of a philosophy that the tie score is the ideal score.
5. That no publicity be advocated other than that which stresses the sport or group competitors; never the individual.
6. That the sport be primarily educational, developing initiative, co-operation and sportsmanship.
7. That all team awards be primarily on a sportsmanship basis, secondly on achievement; awards being restricted to those things that are symbolical and that have little intrinsic value.
8. That the participant be given an opportunity to learn thoroughly the proper play methods and rules of the game.

Social Laboratory

THERE have been encouraging changes through various parts of the country which tend toward stabilizing the aforementioned principles. Modern educators, through the physical education program, are seeing the possibilities of a great hu-

man laboratory which is in a position to act as a medium of orienting high school students in a balanced society. This society demands of every individual that he be (1) socially efficient, (2) developed and taught to co-operate, (3) able to lead intelligently, (4) able to follow intelligently, (5) able to choose leaders wisely, (6) of good health, (7) self-supporting and honest and (8) of good character.

Certainly the recreation program of the high school can be so constructed as to meet the demands of this complex society. As certainly as I write, it cannot be done entirely on a football field where twenty-two boys participate and thousands look on, or by coaches whose greatest desire is to win at any price, or by allowing fifteen boys three hours nightly practice in a gymnasium that could well be used by twenty times that number, or by the continual driving of teams forward into battle and victory for the sake of dear old alma mater. The picture is a simple one. The individuals needing the training are left in the shadows, while a well organized program of minor sports is allowed to pass by.

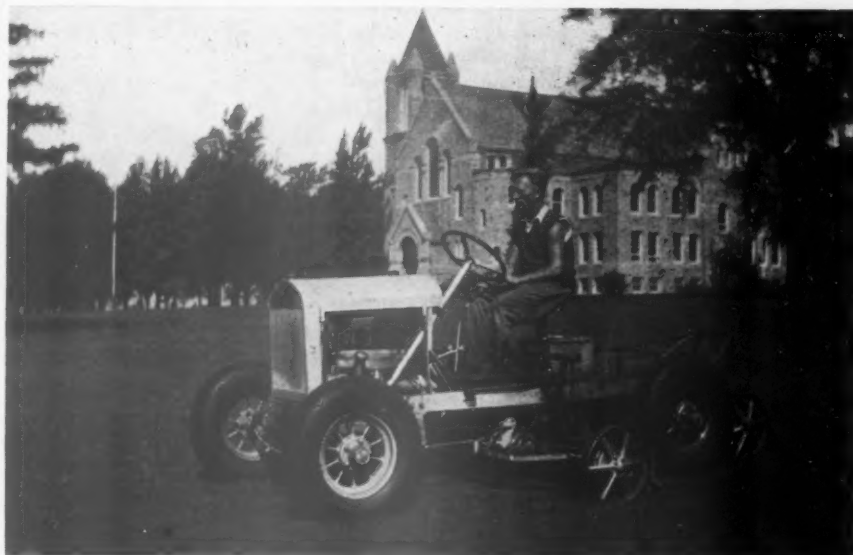
Let us look ahead for a moment and see the high school student as he passes into manhood. According to Howard Baucher of the National Recreation Association, he should have a certain form of recreation which requires little space and which can be fitted into small fragments of time. He needs to know well a certain number of indoor and outdoor games which he likes so that there will never be an occasion when he cannot think of anything to do. It is essential that rest, repose, reflection and contemplation be a part of his recreation. He will be a success in his recreational life in so far as the forms of recreation he chooses create a play spirit, a humor, which to some extent will prevade all his working hours, helping him to find constant enjoyment in the little events of life. I seriously question whether or not the present high school system of physical education meets these needs.

Personal Experience

MY line of attack is not from an authoritative standpoint. My philosophy may be wrong—my solutions and conclusions unethical—but I have a strong conviction after passing through a high school physical education program that there is a definite need for a more nearly balanced curriculum. As I look back at three years of competition in a major high school sport, I now plainly see that because of a rather enforced specialization my present social status has suffered.

1. The psychological effect of undue publicity, individual prestige, exaggerated self-importance and inflated ego has been a handicap.

2. The excitement, nervous tension and lack of complete concentration has proved detrimental.



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3. The undue proportion of time spent in the sport, curtailing intellectual development and social engagements, has prohibited complete balance.

4. The ultimate goal of my athletic training has been toward victory and the development of superior skills, rather than

play for its possible recreational values.

5. My recreational life has been centered around one major sport, in which present participation is impracticable and unenjoyable.

Therefore, I am a strong advocate of a program of high school physical education

which will offer to every individual passing through it a chance to acquire skills, habits, pleasures and character developments that will definitely contribute to an increased social, mental and physical wealth in every phase and period of the individual's life.

The Intelligence Quotients of High School Athletes

By Erick L. Lindman
West Seattle High School, Seattle, Washington

HOW much athletic ability is intelligence, and how much is purely "muscular reflex"? There is much speculative opinion on this subject. Some people hold firmly to the "strong-back-weak-mind" theory, and others insist that a good athlete must be intelligent.

The latter group includes most coaches, who have learned by experience that championship teams usually consist of players whose intelligence is above the average. Athletes must be intelligent in order to master in one or two seasons all the essentials of playing a complicated modern game. However, this article is not intended merely to add an opinion, but rather to present a few facts relative to the question.

Data Used

THE data are taken from a study of sixty athletic teams representing West Seattle High School during the decade from 1925 to 1935 and totaling 530 athletes. The teams include football, basketball, track, baseball, tennis and golf. The figures for the non-athletes were obtained by taking 322 random samples from the student body. Each boy's Intelligence Quotient (I.Q.), as obtained from the Otis Test, was recorded, and various calculations and comparisons were made, with the following results:

	Athletes	Non-Athletes
Average I. Q. (Otis Test).....	111.7	107.9
Per cent having I. Q. rating below 100.....	12%	25%
Per cent having I. Q. ratings above 120.....	22%	17%

From the above data it is seen that the athletes have a substantial advantage in I.Q. rating as found from the Otis Test. Whether or not the Otis Test actually measures the vague thing called intelligence we cannot say; but whatever it measures, the athletes are distinctly above average in that quality. Even more remarkable is the second comparison which shows that 25 per cent of the random selection fall below 100, whereas only 12 per cent of the athletes fall below this value. This indicates rather conclusively that those with extremely low I.Q. ratings are seldom successful in athletics. The

FOR a period of ten years, Erick L. Lindman has been well acquainted with the athletic teams of West Seattle High School, an institution of approximately 1900 students. After competing in football and track at West Seattle for three years, he attended Whitman College where for four years he participated in the same sports. He then returned to West Seattle where, for the past two years, he has been coaching football and basketball. His study of the intelligence of athletes grew out of an argument with a fellow teacher. "Having always been convinced," he writes, "that athletes are not dumb as a class, I wagered a piece of pie with one of the other members of the faculty, and spent the following six weeks in collecting the data and the pie."

third comparison shows that the athletes have more than their share of the keener minds.

Championship Teams

THESE facts seem to make a strong case for the mental superiority of high school athletes. A further study of the



Erick L. Lindman

I.Q. ratings of the athletes revealed other interesting facts. During that period of time studied there were two championship football teams and two teams that finished last in the city league.

The two poor teams had the lowest I.Q. team averages. The most intelligent team (I.Q. average 117) was one of the champions. The second most intelligent team won half of its games, but the team ranking third in intelligence was the other championship team.

Among the other sports there was a similar correlation between the success of the team and the intelligence of its members. This may be partially explained by the eligibility requirements, since the more intelligent team would be less likely to lose a player because of scholastic difficulties. However, this advantage does not seem sufficient to account for consistent superiority of the more intelligent teams.

Rating by Sports

ANOTHER grouping of the data reveals some interesting information as to which sports attract the more intelligent athletes. Taking the average I.Q. for each sport separately, the following data were obtained:

Sport	I.Q. Average (10 year period)
Golf	115.5
Track	113.5
Tennis	113.3
Football	111.0
Basketball	110.1
Baseball	108.7

The high standing of golf in this rating is readily explained by the nature of the game, since it requires a high degree of patience and self-control, and these qualities are usually associated with intelligence. One might expect track to occupy a less favorable position since it apparently requires little quick thinking. The high rank of track is probably the result of its appeal to the good student with little athletic experience who wants to "make a letter." Furthermore, track is similar to golf in that it requires patience, self-control and determination, uninspired by the activity of constant competition.

Baseball and basketball occupy the lower positions in this classification. We usually think of these sports as requiring more "quick thinking" than any of the others, and for that reason we might expect to find higher averages. The failure of these teams to rate higher is evidence that the "quick thinking" required by these sports is not identical with the type of thinking required to pass an Otis Test. Furthermore, the baseball or basketball player has spent most of his spare time at the ball park or in the gym with his fellow players. His game requires more practice than do the others, and for that reason the student who gives only a limited time to athletics does not enter these sports. The honor student will usually seek his athletic glory in the other sports.

Football occupies a mid-position in the above classification. This game does not require years of experience; it is learned almost exclusively at the high school under the direction of the coach. This enables the inexperienced boys to compete with those who have spent much time in other games outside of school. Furthermore, football holds the honor of being the "king of interscholastic sports," which makes it doubly attractive to the conscientious student who wishes to make his mark in athletics.

Useful Plan for Scoring Basketball

By W. A. Dill
University of Kansas

THE News Bureau of the University of Kansas has devised a basketball scoring sheet that has the advantage of keeping track of the time as well as the scoring, making it possible to indicate minutes elapsed between scorings, and also to compute the time each player is in the game. The coach as well as the News Bureau finds the record valuable.

A sheet of paper of letter size is ruled with one column at the left wide enough

K. U. NEWS BUREAU SPORTS SERVICE—Basketball									
Name—Southern California					Date—Dec. 20, 1935				
Player					First Half				
00 Allen, F									
01 Whiting, F									
02 Noble, C									
03 Applegate, C									
04 Prallo, C									
05 Cox, F									
06 Holliday, F									
07 Chaffar, C									
08 Calif.									
09 Browning, F									
10 Garrison, F									
11 Hupp, C									
12 Owen, C									
13 Dale, C									
14 Anderson, C									
15 Wukow, F									
16 Garcia, C									

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to contain names and numbers of players. The rest of the space is divided into twenty columns, each one-third of an inch wide, with every fifth line somewhat blacker than the rest. Each column represents one minute of playing time. Names of the home team players occupy the upper half of the sheet and names of the visiting players the lower half.

Each item of scoring is entered on or between the lines, in its proper place. An X represents a field goal, an encircled X a free throw, a plain circle a missed free

throw and a letter P a personal foul. Numbers above the X's and encircled X's indicate the cumulative score.

A bracket opening to the left represents a player leaving the game, and, below or above, on the same time line, a bracket opening to the right indicates a substitute entering the game.

In the accompanying chart of a game between the University of Southern California and the University of Kansas, Allen is shown scoring in the first few seconds. It is two minutes before Garrison

for the visitors rings up a field goal. A minute later, Noble puts Kansas ahead, 4 to 2. After five minutes of play, Pralle fouls Hupp, who makes a point on the free throw. Ebling scores on Oram's foul, and, when a little less than seven minutes have been played, Allen fouls Garrison, who makes good on the first of his two chances.

Cox goes in for Ebling after 10.2 minutes of the game have been played. Holliday relieves Allen after 17 minutes, and Shaffer goes in for Noble with 1.6 minutes of the half yet to be played.

National Track and Field Rules Forming Bodies

By W. H. Herbert
Ohio University

THE question is often asked why we have so many rules forming bodies for track and field athletics when the rules for other popular sports are formed by a single organization. For example, the rules for football and basketball are both formed by the National Collegiate Athletic Association; the rules for baseball are formed by the National Joint Rules Committee of which Commissioner Kenesaw M. Landis is chairman.

In 1930, the writer officiated an inter-scholastic track meet in southern Ohio, in which were entered high schools from southern Ohio, northern Kentucky and northeastern West Virginia. It was necessary to hold a meeting of the coaches before the start of the meet in order to arrive at an agreement on the rules; the coaches from Ohio wanted to use the N.C.A.A. rules, while the coaches from West Virginia preferred the rules of the I.C.A.A.A.A. It was finally decided to use the rules of the I.C.A.A.A.A., because at that time these provided no penalty for knocking down hurdles. In a college dual track and field meet in Ohio not long ago, four contestants were tied for first place in the high jump. The officials were insistent that the contestants jump off the tie, much to the despair and surprise of the jumpers. The officials were not aware that their decision came under an old A.A.U. high jump rule which had never been included as a rule in collegiate competition.

It is apparent from the above and other experiences of the writer that some confusion exists among coaches because of several different sets of rules used in regulating track and field competition. It is the object of this article to point out the purposes, functions and reasons for the existence of several sets of rules and rules forming bodies.

At the present time there exist three national rules forming bodies that directly influence the regulation of track and field competition: (1) The Intercollegiate Association of Amateur Athletes of America

THIS article is an outgrowth of material gathered in a class in track coaching. In it the author, W. H. Herbert, who is Coach of Track at Ohio University, attempts to clear up certain misunderstandings relative to the functions of the three large national bodies sponsoring track and field activities. Mr. Herbert expresses his own opinions rather than those of officers of the track and field associations.

(I.C.A.A.A.A., or often abbreviated to I.C. 4-A.); (2) The Amateur Athletic Union (A.A.U.); and (3) The National Collegiate Athletic Association (N.C.A.A.).

The Intercollegiate Association of Amateur Athletes of America

UNIFORM rules and regulations for intercollegiate competition were not in effect until the organization of the Intercollegiate Association of Amateur Athletics of America. When students wanted athletic competition they had to compete among themselves, within their own institutions and with their own special rules, much as our intramural teams do today. It was realized that in order to have intercollegiate competition, standard rules and regulations would be necessary; thus, from this necessity and from practices which will be pointed out under that section of this paper devoted to discussion of the A.A.U., evolved the present Association. Prior to the organization of the I.C.A.A.A.A., the New York Athletic Club, organized in 1868, was active in the promotion of athletic competition.

The I.C.A.A.A.A. was organized in 1875 by representatives of several Eastern universities and colleges. It is the oldest collegiate conference in the United States. "The purpose of organization was the protection of mutual interests of the different

universities and colleges making up the Association and the advancement and improvement of American sports."¹ The purpose of the Association has remained practically the same as when founded. It has remained largely an Eastern conference, although Western universities and colleges may become members. At this writing, membership in the Association is made up of forty-five universities and colleges. The following are the only Mid-Western or Western members: The University of California, the University of California at Los Angeles, the University of Michigan, Michigan State College, the University of Southern California and Stanford University.

The government of the Association is unique in that it is vested in an Executive Committee, made up of undergraduates who are chosen from the various universities and colleges that comprise its membership. In 1895, an Advisory Committee was added to the undergraduate Executive Committee; this Committee is made up of alumni or members of the faculty. The Advisory Committee has no voting power.

The I.C.A.A.A.A. concerns itself only with the administration of track and field athletics. The Association each year promotes the following activities:² (1) Outdoor Track and Field Championships, (2) Indoor Track and Field Championships and (3) Varsity and Freshman Cross-Country Run.

Competition in the outdoor meet is confined largely to Eastern universities and colleges; Mid-Western institutions are seldom represented, while the West usually sends California, Southern California and Stanford. Western members of the Association rarely compete in the indoor meet. The Mid-West is occasionally represented in the varsity cross-country run.

¹ Gustavus T. Kirby, "The Olympic Games, Observations, Criticisms, Suggestions and Report." *The Intercollegiate Olympic Journal*, No. 5, November, 1928.

² *Official Handbook of the Intercollegiate Association of Amateur Athletes of America*, 1934.

The Association formulates and publishes its own track and field rules. The rules publication is *Official Handbook of the Intercollegiate Association of Amateur Athletes of America*.³ This book contains the rules of track and field competition as laid down by the Association, as well as the constitution, the by-laws and the records.

The I.C.A.A.A. maintains its influence over track and field athletics because of the following: (1) It is the oldest collegiate conference in the United States. (2) Its track and field standards are set up primarily for the conference or its members. (3) Its championship meets are not primarily national in character. (4) Its championship meets make an easy geographical division of intercollegiate track and field champions. (5) It is a progressive organization and is doing much to promote athletics throughout the United States.

The Amateur Athletic Union

PRIOR to the organization of the Amateur Athletic Union, amateur athletics, outside of intercollegiate competition, were in a chaotic condition. There were no standards or regulations for athletic competition and, as a consequence, professionalism, bribery and fraud were all at their greatest heights during this period. Though the I.C.A.A.A. influenced intercollegiate competition in the East where sports were most popular, the need for an organization to control sports outside of collegiate circles was very evident.

The A.A.U. was organized in 1888 as a union of clubs.⁴ Some of the objects of the Union were then and still are⁵ the encouragement of systematic physical exercise; the improvement and promotion of sports among amateurs; the promotion of civic interests in the nation through a participation in sports; the establishment and maintenance of uniform rules for the government of all athletic sports within its jurisdiction; the institution, regulation and awarding of the amateur athletic championships of the United States; the institution of a Bureau of Records, covering all branches of amateur sports in the United States.

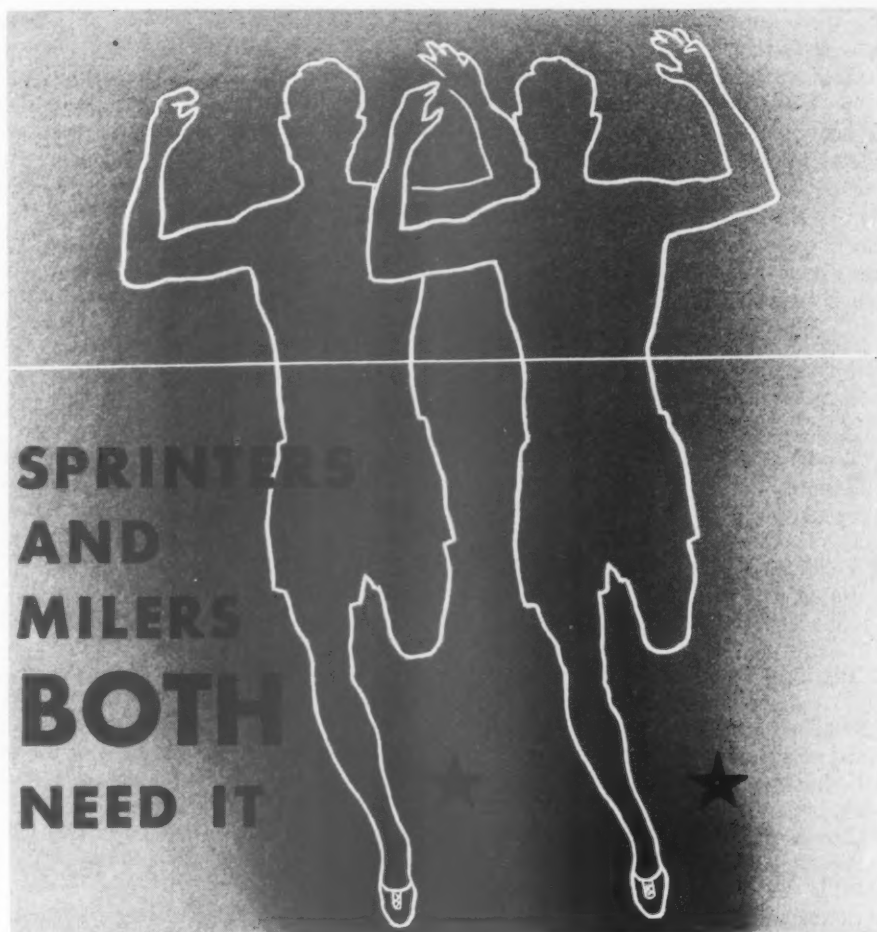
The A.A.U. is the largest amateur sports governing body in the world; it controls more sports than any other body. Practically all athletic clubs are members. Some colleges, through their own conferences, hold allied memberships.

The government and general administration of affairs of the Union are controlled by a Board of Governors. For purposes of control, the United States is divided into

³ Published by the American Sports Publishing Company.

⁴ For a list of clubs making up the original membership see *The Athletic Journal*, Vol. IX, No. 7, Page 34, March, 1929.

⁵ For a complete list of the objects of the Union see the *Amateur Athletic Union Official Handbook, Athletic Rules, Track and Field*, 1934, Page 17. This book is also published by the American Sports Publishing Company.



In running-shoes made of genuine Kangaroo leather there is feather lightness for a quick get away and a fast, record breaking sprint; soft, pliable foot comfort for the long distance runner whose stride must not be hampered by complaining feet—and a sturdy strength that will stand up under the stress of either a quick, sudden jerk or a long gruelling run.

Strong—because the tightly interlaced fibres of Kangaroo make it a leather that at any given weight has 17% more strength than any other leather known to man, that at any given strength is 17% lighter. An athlete's leather! Little wonder that track stars for nearly forty years have demanded Kangaroo.

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KANGAROO TANNED IN AMERICA

thirty-three district associations. The official track and field rules of the A.A.U. are contained in the *Amateur Athletic Union Official Handbook*, published annually. This handbook also contains the constitution and by-laws of the Union and rules for several of the activities over which the Union claims jurisdiction. Names of secretaries of district associations of the Union from whom registration blanks may be obtained are also included in the handbook.

The Amateur Athletic Union recognizes all sports and claims jurisdiction over the following:⁶

- | | |
|--------------------|--------------------------------|
| 1. Basketball | 10. Tug of War |
| 2. Wrestling | 11. Weight Lifting |
| 3. Boxing | 12. Squash Ball |
| 4. Swimming | 13. Codeball |
| 5. Gymnastics | 14. Field Handball |
| 6. Volley Ball | 15. Bobsleighbing and Coasting |
| 7. Handball | 16. Ice Hockey |
| 8. Indoor Baseball | |
| 9. Track and Field | |

The above statement has been in controversy ever since its placement in the A.A.U. handbook; in fact, it has created much misunderstanding and even some antagonism on the part of athletic directors toward the Union. The jurisdiction claimed in the above statement is generally interpreted to include only those activities which are outside the jurisdiction of the collegiate bodies. It is the opinion of some that the A.A.U. is attempting to control intercollegiate competition. It is doubtful in the opinion of the writer if this control has ever been the aim of the Union. It is true that some overlapping in jurisdiction occurs but this is not primarily the fault of the Union.

There are three reasons for this overlapping. First, the intercollegiate bodies have not provided standard rules for some sports, and it has been up to the A.A.U. to provide them. For example, there are no intercollegiate rules for handball, indoor baseball or squash; so when competition is held in these sports, A.A.U. rules are generally used. It is in this way that the Union's jurisdiction is brought to the college campus. Second, there are seven activities, basketball, wrestling, boxing, swimming, gymnastics, volley ball and track and field, for which both the N.C.A.A. and the A.A.U. provide rules. The fact that these activities are all popular outside as well as within collegiate circles necessitates that some organization have control, else we would revert back to the condition of athletics in 1888. Third, if a college athlete wishes to compete in track and field athletics outside collegiate circles and other than during the regular academic term he must compete under some standard rules (track and field and amateur standards). If the I.C.A.A.A.A.

and the N.C.A.A. existed as governing bodies and extended their powers beyond collegiate competition, then possibly no other governing body would be necessary. But this is not the case. In the event the A.A.U. is ever disregarded, it will be necessary to set up some other governing body in its place.

The A.A.U. annually promotes the following track and field events: (1) A National Senior and Junior Outdoor Championship Meet, (2) A National Senior and Junior Indoor Championship Meet, (3) Four Sectional Outdoor Championship Meets and (4) A National Senior and Junior Cross-Country Run Championship.

The annual track and field championships of the Union are divided into two classes; a Senior Class and a Junior Class. The Senior Class includes all registered amateurs; the Junior Class includes all registered amateurs who have not won a first place in any National Championship Meet of the A.A.U., the I.C.A.A.A.A. or the N.C.A.A. The Sectional Championships are an Eastern meet, a Southern meet, a Central meet and a Western meet.

For the purpose of enforcing rules of amateurism, the Union maintains a system of registration so that it may better keep account of the many contestants who each year take part in its activities. This prevents Mr. White of Los Angeles from competing as Mr. Black of New York. In effect, the system legislates against the tramp and professional athlete.

Reasons why the A.A.U. maintains jurisdiction over track and field athletics: (1) There is need for an organization such as the A.A.U. to promote and control athletic competition outside the colleges. For the boy who is through collegiate competition, an opportunity is given to continue participation in athletics; for the boy who has never attended college, athletic participation and athletic recognition are made possible through the Union. (2) It promotes sectional and national championships, indoor and outdoor, and covers a wide area of athletic participation. (3) It is affiliated with international athletic bodies and attempts to set up international standards for track and field athletics. (4) American track and field athletics, as far as international competition is concerned, are under the jurisdiction of the A.A.U. (5) Through its system of supervision and registration of its athletic participants, it is doing much to improve and maintain amateurism throughout the United States. (6) It is an active and progressive organization and is attempting to further and improve the physical well being of the youth of the nation.

The National Collegiate Athletic Association

THE game of football is responsible for the formation of the National Collegiate Athletic Association. Before the formation of this Association, the rules of

football were varied and elastic. The game was brutal and dangerous. The use of the flying wedge and other momentum plays made football extremely hazardous; in fact, an unusually large number of injuries and deaths resulted from the game. Because of the many dangers attached to the game and its shady administration at one time, it was abolished by a few universities and colleges.

In order to save football from its evils, a conference of leading university and college presidents, and others, met to reform the game. Drastic changes in the rules were effected at this conference, but a better game, the game as we know it today, was brought forth. However, another major result of this conference, as important as the wholesale changes in the football rules, was the formation of the Intercollegiate Athletic Association of the United States; an organization to set up playing and eligibility standards. This was in 1905. In 1906, the Association took its present name, the National Collegiate Athletic Association. The original purpose of the N.C.A.A. was to promote and to standardize rules and regulations for intercollegiate sports.

The Association was first concerned with getting football well established; later its administration was extended to include other collegiate sports. Some of the purposes of the Association are⁷ the upholding of the institutional control and responsibility for all collegiate sports; the improvement of intercollegiate sports; the establishment of uniform laws of amateurism; the adoption of strict eligibility rules; the formulation and publication of rules of play for the government of collegiate sports; the preservation of collegiate athletic records; and, in general, the maintaining of athletics on an ethical plane in keeping with the dignity and high purpose of education.

Unlike the I.C.A.A.A.A., the administrative personnel of the N.C.A.A. is composed of members of the faculty, and not undergraduates, representing various universities and colleges of the Association. The government and general direction of affairs of the Association are placed in the hands of a Council and Executive Committee. For the purpose of administration, the United States is divided into eight athletic districts. Membership in the Association at the present time is made up of 150 universities and colleges.

The N.C.A.A. suggests standards and publishes rules for the following sports:

- | | |
|--------------------|----------------------------------|
| 1. Football | 6. Swimming and Water Sports |
| 2. Basketball | 7. Association Football (Soccer) |
| 3. Track and Field | 8. Ice Hockey |
| 4. Boxing | 9. Gymnastics |
| 5. Wrestling | |

⁷ The National Collegiate Athletic Association, *Proceedings of the Twenty-Eighth Annual Convention*, December, 1933, Appendix LV, Constitution and By-Laws of the Association.

⁶ *Amateur Athletic Union Official Handbook*, 1934, Page 15.

The Association each year conducts a National Track and Field Meet, after all the conference meets are held, for the purpose of determining the individual champions. National meets are also held in other sports. Some colleges and universities are members of both the I.C.A.A.A. and the N.C.A.A. and may come under the jurisdiction of either or both sets of track and field rules. When California, Stanford and Southern California compete in the I.C.A.A.A. Meet, naturally they abide by the I.C.A.A.A. rules; when the same schools compete in the N.C.A.A. Meet, the rules of the latter Association are observed. Inasmuch as most of the Eastern universities and colleges are members of the I.C.A.A.A., they follow the rules of this Association. Practically all the Western and Southern universities and colleges follow the standards set up by the N.C.A.A.

Each year the Association publishes its own track and field rules, *The National Collegiate Athletic Association Track and Field Handbook*.⁸ This book contains the rules, records and results of its championship meet. The results of the I.C.A.A.A. Meet, indoor and outdoor, various relay carnivals, the national interscholastic records and the best records made by college men are also included. Information on improving track meets is another feature of the publication. Each year the Association selects National Collegiate and Interscholastic Track and Field Honor Rolls. These are summaries of the best performances made by college and high school competitors during the past season under the rules and standards recommended by the N.C.A.A.

Reasons why the N.C.A.A. is an influence in the administration of track and field athletics: (1) It has a large membership of universities and colleges. (2) The National Federation of State High School Athletic Associations is affiliated with it. (3) It attempts through its National Track and Field Meet to select national track and field champions. (4) It is a progressive and dominating influence for better collegiate and interscholastic athletics throughout the United States.

Miscellaneous Organizations

OTHER organizations that have an indirect influence in the forming of rules for the sport are (1) The American Olympic Association, (2) The National Amateur Athletic Federation (N.A.A.F.), (3) The International Amateur Athletic Federation and (4) The National Federation of State High School Athletic Associations.

Some of the above organizations are active only during Olympic years; others serve only in an advisory capacity. The N.A.A.F. has not been active in any capacity during recent years. At one time it

⁸ Published by the American Sports Publishing Company.



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had an active membership of sixteen national athletic bodies.⁹ Its purpose was the uniting of all national bodies into one with a view of promoting and improving amateur athletics in the United States.

At one time the National Federation of State High School Athletic Associations was a member of the N.A.A.F., but in recent years, because of its increased membership, it is serving as a substitute for

this group.¹⁰ The National Federation of State High School Athletic Associations has a present membership of thirty-three state high school athletic associations.

⁹ John L. Griffith, "The National Amateur Athletic Federation," *The Athletic Journal*, Vol. VI, No. 1, Page 12, August, 1925.

¹⁰ C. W. Whitten, "The National Federation of State High School Athletic Associations," *The Journal of Health and Physical Education*, Vol. IV, No. 5, Pages 6-7, May, 1933.

This represents, according to Major John L. Griffith, President of the N.C.A.A., "the largest body of athletes in the world." Since this body has representation on all sports rules committees of the N.C.A.A. except football, it follows that many high schools belonging to the National Federation use the N.C.A.A. track and field rules. A few state high school athletic associations require the use of their own rules.

Football and the Development of a Wholesome Personality

Part I

By Frank Wilton
Miami University

THE principles of mental hygiene which make for a wholesome personality are difficult to state definitely. There is a wide range of individual variations within the limits of normality. Hygiene, however, is a practical subject and, although it may not be possible to formulate all of the general principles, it is possible to distinguish tentatively certain conditions essential for mental health. These conditions are simple and commonplace mental processes that can be interpreted in terms of everyday experiences; not hereditary characteristics, but conditions which may be modified by habitual behavior.

The writer has chosen to use some of these conditions and functions as a basis for the analysis of football as a potential educational activity. Burnham states that "The essential characteristics of a normal mind may be expressed as wholeness, wholesomeness, integration"¹ and that "The common aim of education and mental hygiene is adjustment."² With these two conceptions as our guide, we will proceed to our analysis of the character and outcome of the various activities involved in football.

The Wholesome Personality

FOOTBALL is an activity that may result in adjustment of the individual. The degree of this adjustment will be dependent upon the conditions under which it is conducted and upon whether the essentials for mental health are present. If mental health means adjustment, and if the aim of education is adjustment, then mental normality means right adjustment. Football may be an activity for right adjustment of the players where the coaching is such as to encourage mental health. The coach influences the athletes in their adjustment as members of the team, and in so doing he affects the individual's per-

HOW can football contribute to the development of the wholesome or integrated personality? In a scholarly article, of which Part I is presented here, Frank Wilton, Coach of Football and Baseball at Miami University, attempts to answer this question. After defining what he considers the wholesome personality, he explains in Part I how football intelligently taught may develop, in the individual player, attention to the present situation, orderly association, mental work, and alternation of work and rest, all of which are elements which aid in developing a personality that is adjusted to its environment.

sonality and influences his habits of adjustment.

Adjustment is a characteristic of the properly educated or integrated individual. The wholesome personality is a product of an integrated organism. We are concerned in education with those essential characteristics of a mind that is normal, that can make right adjustments and can avoid maladjustments, for "integration is the condition of health."³

Organic power is a result of integration: all of the body systems working together for the common good. The nervous system is the determining factor in integration. "It is the controlling system, and its special function is that of co-ordination and integration."⁴ Physical and mental health are dependent upon this factor or condition—integration.

"Attention is the most normal form of mental activity."⁵ Attention is to the mind what movement is to the body, yet neither attention nor movement is possible without the working together of mind and body. If attention is an integrating process, it results from the reaction of the whole organization—both physical and mental. We have examples of integration in the boy absorbed in his task, the marksman, the punter kicking the ball and the

skilled workman on the job. In each case, co-ordination is great because the integrative tendency is enhanced by the expression of it in attention.

Attention to the Present Situation

THE successful football player must be integrated—body co-ordinated, mind at attention—when the ball is put in play.

"Healthful attention is attention to the present situation. So important is this for mental health that one's ability to concentrate upon the present, ignoring the past and the future except as vitally related to the present, is, in a certain sense, a gauge of one's sanity."⁶

The football player must have this form of sanity. If his attention wanders, if he "goes to sleep at the switch," he may find himself literally trampled into the turf. By the very nature of the game, the player must practice integration in a process of attention. He loses himself in the game. An example of this is seen when the quarterback takes time out with thirty seconds to play. He may calmly call a play the success of which will mean the winning or losing of the contest. Is he wondering what the thousands of spectators would do in his place? Is he asking himself if they will agree with his choice? Certainly not! If he is any kind of quarterback he will wait for the morning paper to learn these things. His attention is entirely focused on the present situation, the game and a particular play of the game. The quarterback's attention is an adjustment. He has learned to give his attention to the situation: the player may receive injuries which are often unnoticed until after the contest. His concentration is so intense that he is indifferent to a considerable amount of pain.⁷

³ *The Normal Mind* (p. 29).

⁴ *The Normal Mind* (p. 31).

⁵ *The Normal Mind* (p. 34).

⁶ *The Normal Mind* (p. 642).

⁷ Proceedings of the National Collegiate Athletic Association, 1934 (p. 88). "The Educational Value of Football," Dana X. Bible: "... to disregard pain and risk in pursuit of a desired end..." (Also cf. p. 643.)

¹ *The Wholesome Personality*, William H. Burnham, 1932 (p. 176). Quoted by permission of D. Appleton-Century Company.

² *The Normal Mind*, William H. Burnham, 1926 (pp. 641-672). Quoted by permission of D. Appleton-Century Company.

The dangers involved in football bring severe mental strain. The unusual mental concentration involved frequently causes the athlete to retain a vivid picture in his mind of parts of the games. These may remain in memory for the whole of his life.

"Such exercises that involve concentration of attention on the present situation are most admirable means of training to habits and attitudes of healthful activity."⁸ Training players so that they give attention only to the present situation is the task of the successful coach.

Attention for Future Benefits

SOcial hygiene teaches the giving up of pleasures of the moment for the sake of greater good in the future.⁹ The athlete gives up pleasures and indulgences of the moment that he may enjoy later the satisfactions of playing. He must train systematically, be regular in his habits of eating and sleeping and miss many of the social functions of college life that would lessen or interfere with his chances of playing a good part of Saturday's game.

However, while the athlete is playing football for the fun and enjoyment of the game, he is not concerned with any future benefits to be derived. He loses caution and all worry, and where he is successful in casting all caution to the wind, acting spontaneously and fixing attention upon the present situation, he is a good football player.

"The importance for education of concentration of attention has long been emphasized. For the mental health it is equally important. For the moment it represents par excellence integration of the personality."¹⁰ The athlete must train himself to concentrate on the present for good performance. For mental health, he is concerned with the touchdown he is trying to make in the present game; not the one he scored last week or is going to score next week.

"Only by living in the present can healthful development be insured."¹¹ This principle of attention to the present situation is fundamental for all efficient mental activity and is one of the prime conditions of mental health. Football encourages this form of attention. The player is active in a game which requires attention at all times. If his attention wanders, he must be replaced before the game is lost. One pass completed behind the inattentive halfback may be the turning point of the game.

⁸ Proceedings of the National Collegiate Athletic Association, 1934 (p. 644): "Not merely is the concentration of attention on the present itself a healthful form of mental activity, but it conditions normal reactions and relief after the crisis has passed, and, most important of all, perhaps, tends to develop integration of the personality, apparently removing for the time being, at least, unfortunate inhibitions."

⁹ *The Normal Mind* (p. 645). Proceedings of the National Collegiate Athletic Association, 1934 (p. 88): "A boy should learn during his formative years to control and command his own powers; to mobilize them quickly and completely; to think fast and realistically."

¹⁰ *The Normal Mind* (p. 647).

¹¹ *The Normal Mind* (pp. 648-649).



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The athlete's physical health as well as his mental health may be dependent on his attention to the present situation. There is no doubt that bodily injuries of serious consequences may follow a player's inattention to the action of the game.

Orderly Association

BURNHAM states that "Attention to the present situation implies *orderly association*, the next condition of efficiency and mental health."¹²

In teaching football, the properly qualified coach is careful to avoid confusion of association. The methods employed by the coach are orderly. The elements of practice are simple and definite, instructions clear and concrete, decisions and actions straightforward and wholehearted. In this manner, habits of orderly association are developed.

The coach trains his players in the doing of definite assignments with exacting precision, but the athletes are compelled to think in regard to the purposes and outcome of the actions.

Football can be a source of the inherent urge of the individual for self-security. The feeling that one belongs, is respected, or loved, is an example of a state of freedom from mental conflict. The football player receives mental satisfaction in being a member of the squad.

Not every man can be a leader in all walks of life. The ability to follow leadership is as important as the development of leadership ability. Among the players is found a desire for serenity expressed in their avoidance of the responsibility of making team decisions. These players are free from mental conflict in giving complete allegiance to authority—the captain or the coach.

The coach's authority on the field is vested in the team field captain. He is faced with the responsibility of making team decisions.¹³ The nature of the game makes obedience to one player—one general—desirable. The team captain is ex-

¹² *The Normal Mind* (p. 650).

¹³ *The Normal Mind* (p. 650).

¹⁴ *The Normal Mind* (p. 651).

¹⁵ *The Normal Mind* (p. 652).

ercising leadership; the other players are following leadership.

Convention is a means for self-security. "To follow convention gives mental relief and saves one from the mental stress of conflict and decision."¹⁴

For example, it is conventional for the team members to be equipped alike. It would be difficult for one athlete to play in a white headgear if the others wore red. He would be "spotted" by the opposing team; furthermore, he would feel foolish in his unconventional dress. He might become so mentally confused as to allow his state of mind to interfere with his playing.

Mental Work

THE third condition of mental health and efficiency is *mental work*. It is by mental function that further work is possible.

"The nerve cells must function or they do not develop. Mental function, as we have seen, is as important as physical function."¹⁵ "Mental health is dependent

(Continued on page 43)

Athletic Insurance

WE expect much from school athletes. We receive much from them.

We get publicity for the home town and high school. The college and university also receive their full share of publicity from the achievements of their athletes. Much more important are the immeasurable recreational values accruing to the people in local communities and throughout the nation as a whole. Consider how much of clean, wholesome enjoyment school athletes contribute to the millions of athletic fans whose chief pleasure consists of watching and discussing school athletic contests.

What is due the athlete? Do we owe his parents something? Oh, but the school athlete is supposed to be an amateur! If he were employed for wages as most workers are, we would agree that he should be entitled to workmen's compensation insurance as well as wages. Since the school athlete is classed as an amateur, should he and his parents be unprotected from financial losses resulting from athletic injuries just because he contributes his services to the athletic program?

During recent years there has been an ever increasing interest in athletic insurance. This was borne out by the fact that in 1935 the Indiana Legislature had before it a bill, Number 133, which sponsored this kind of insurance.

In making this study, letters were sent to twenty-five insurance companies to determine which, if any, offer athletic insurance. If such insurance was offered, a sample policy was requested; if not,

By Willard Walter Patty, Ph. D.
Indiana University

and
Paris John Van Horn, M. S.
Eastern Illinois Teachers College

BECAUSE of their fundamental interest in the subject, and animated by their desire to discover for themselves information not then available in the field of athletic insurance, W. W. Patty and P. J. Van Horn carried on over a period of a year a careful investigation regarding the possibility of group insurance for participants in athletics. Current interest in this relatively new but vital problem to coaches has prompted them to write down the results of their investigation. As Director of Physical Welfare Training at Indiana University, Dr. Patty has the responsibility for the professional education of students in preparation for coaching, teaching of health, teaching of physical education, recreation leadership and nursing education. Mr. Van Horn is a member of the faculty at Eastern State Teachers College, Charleston, Illinois.

reasons for the inadvisability of writing such policies were to be listed.

Of the twenty-five insurance companies contacted, only four companies were found to write athletic insurance. An analysis of the policies of these four companies is given in the following paragraphs.

Insurance Company A

IN 1932, Insurance Company A constructed an athletic policy for the Ohio High School Athletic Association which

since that time has been reconstructed according to the experiences of the company.

The premium rate for football is \$3.00 a player under the group plan; the same policy is issued covering the other sports for \$2.00 a player. This low premium rate is available only when the state association contracts for a group policy; otherwise an individual school may secure the same protection at \$1.00 a player higher. This company also issues athletic coverage to semi-pro teams and is qualified to insure almost any sport desired. For the last year or two it has endeavored to interest the Indiana High School Athletic Association in this form of group policy.

The policy covers the losses and provides the indemnities shown in the table.

SURGEON'S FEES.—If an injury which does not come under the schedule of indemnities "shall require surgical treatment by a legally qualified surgeon (not including treatment on field at time of game) the company will reimburse him for Torn Ligaments for the cost of not more than five such treatments in an amount not to exceed \$2.00 per treatment providing that the attending surgeon's receipt and statement are furnished the company within thirty days from date of accident."

An allowance is also made for surgical treatment by a legally qualified surgeon in an amount not to exceed \$2.00 a treatment and for a maximum of three treatments.

SOME OF THE GENERAL PROVISIONS.—"The company reserves the right to demand radiographs or X-rays in event of

claim, and, where such demand is made, the company's allowance therefor shall not exceed \$5.00 for each picture furnished."

"The company will not be liable unless written notice of the injury on which claim may be based be given to the company at its home office at Columbus, Ohio, within five (5) days after the date of the accident causing such injury."

Insurance Company B

INSURANCE Company B is one of the pioneers in the field of student athletic protection. This company has for two years issued insurance coverage for athletes in the high schools of Michigan and northern Indiana. The policy of this company extends to cover all insured members while practicing, playing or in transportation to and from places of play while under the direction of the athletic director or coach. The student is covered for the full school term and is permitted to participate in any or all of the sports scheduled in the school.

The premium rate on this service is \$3.50 a school year for each member insured. In many instances the schools have paid the entire premium for the members insured out of their athletic fund; in other instances they have required that the student pay one-half of the premium and the school the other half, and in still other cases the student has been required to pay the entire amount.

This policy provides that "In the event that the member while covered under this policy shall sustain a personal bodily injury which is effected directly and independently of all other causes, through accidental means, and while he is engaged in the play of baseball, basketball, soccer, cross-country, formal team gymnastics, swimming, tennis, golf, speedball, football, track, hockey, boxing, volley ball or wrestling, regularly scheduled by the association, or such practice sessions as are called by the athletic directors, and sustained within the enclosures designated for that purpose, or while being transported to or from such places of play or practice, under the direction of the athletic director, and where such loss results within one month from date of accident in any one of the losses enumerated," the company will pay the amounts indicated in the table.

SURGEON'S FEES—Provisions are also made under certain conditions whereby "the company will reimburse the insured for the cost of such treatment in an amount not to exceed \$5.00, or, if injury be to an internal organ, a physician's fee not to exceed \$25.00."

"If any injury, which comes within the terms of this policy, shall require a radiograph of X-ray picture within ten days from date of injury, the company will reimburse the insured for the cost of the same not to exceed \$5.00."

BASKETBALL

Basketball players suffer a greater number of injuries to the foot than to any other part of the body.



When injuries occur, such as

**Bursitis
Sprains
Strains
Bruises
Blisters**

which require not only the application of heat, but a dressing which is also antiseptic and soothing, the use of Antiphlogistine is always indicated.

The sedative warmth and comfort, the early relief from pain which follow the application of this decongestive dressing, explain its adoption by leading coaches and trainers for the relief of inflammation and congestion.

ANTIPHLOGISTINE

Coaches, Trainers & Physical Directors are invited to write for sample and literature.

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Basketball Coaches of Schools and Colleges

All basketball coaches planning to express their appreciation toward Dr. James Naismith, inventor of basketball, by assisting in raising the fund to send him and Mrs. Naismith to the 1936 Olympic Games should communicate with the chairman of the fund, W. S. Chandler, Basketball Coach, Marquette University, Milwaukee, Wisconsin, or with the state chairman.

The week of February 7 to 15 has been set aside for the raising of this fund. During this week, for each spectator at one of the home games of each school and college, one penny will be donated to the fund.

"As this is the first time we are having basketball as part of the Olympic program, this action is very fitting."—Arthur C. Lonborg, President of the National Association of Basketball Coaches.

SOME OF THE STANDARD AND GENERAL PROVISIONS—"Written notice of injury on which claim may be based must be given to the company within twenty (20) days after the date of the accident causing such injury. In event of accidental death immediate notice thereof must be given to the company. The company shall be liable only in cases where the insured has within forty-eight hours after the accident

injuries and in addition, under the Tuition Reimbursement Protection, general accident and health coverage. In other words, under the Medical Reimbursement feature, the policy pays the medical, surgical, hospital, nursing and X-ray expenses up to \$250.00 for any injury sustained in any recognized sport or athletic activity in which the student may participate either during the school year or during the

first aid facilities on a very efficient basis.

PLAN I—At a premium of \$5.00 a student each year, with \$4.00 additional for football, this plan, available to all students, covers injuries sustained while participating at school or elsewhere in all recognized sports or athletic activities over a period of twelve months (school year and vacation periods). It pays medical, surgical, hospital, nursing and X-ray bills and 50 per cent of the dental bills of each student, not exceeding \$250.00. If first aid is provided by the school, there is a deduction of \$1.00 for each student insured.

PLAN II—At a premium of \$3.00 a student each school year only, with \$2.50 additional for football, this plan covers injuries suffered while participating at school or elsewhere in all recognized sports or athletic activities sponsored and supervised by the school, and compensates each student to an amount not exceeding \$100.

The supervision is required only for contact sports.

PLAN III—At a premium of \$3.00 a student (except football) and \$5.50 a student for football, this plan is available to members of squads and teams (all members to be covered). It extends over the season of the sport and covers injuries sustained while participating in any specified sport sponsored and supervised by the school on home or foreign grounds. It pays a maximum indemnity of \$100 for each member of the squad.

Insurance Company C

INSURANCE Company C has been experimenting with athletic accident insurance for the past three years. Thus far it has not succeeded in making any money in this type of insurance nor has it lost a great deal; it has just about "traded dollars."

The company has an optional coverage form which provides that benefits be required under Option I only. The other options may be secured at the election of the school or association purchasing the insurance. This company has an unusually low rate; the premium is \$1.50 for each football player during the school year; for basketball, baseball or diamond ball players, the charge is \$1.00 for each of the boys insured for the benefits of Option I.

The company will pay to the insured the actual amount of any legally qualified physician's receipted bill for professional services rendered to the insured as a result of such injury, but not to exceed the sum stipulated in the table for any given injury. Not more than one benefit will be paid for injuries resulting from any one accident.

Benefits in the schedule are payable as follows: one-half of the amount shown for the attending physician's services in reducing the fracture; for each additional at-

SCHEDULE OF BENEFITS OF THE FOUR COMPANIES

	A ¹	Insurance Companies B ² C ³	D ⁴
Loss of life			
Death resulting within ninety days from date of injury.....	\$250.00	.....	.....
Death resulting within thirty days from date of injury.....	.....	\$250.00	.....
Death resulting within ten days from date of injury.....	.....	.....	\$200.00
Entire sight of one eye if irrecoverably lost.....	200.00	100.00	175.00
Both arms broken above the elbow.....	150.00	.....	125.00
One or more bones broken in each arm.....	.....	100.00	.....
Both legs broken above the knees.....	150.00	.....	125.00
One or more bones broken in each leg.....	.....	100.00	.....
Both bones of either leg broken between ankle and knee.....	100.00	75.00	85.00
Both bones of either arm broken between wrist and elbow.....	75.00	50.00	65.00
Either leg broken above the knee and in cast.....	75.00	50.00	65.00
Either arm broken above the elbow.....	50.00	40.00	45.00
Either bone of either leg broken between ankle and knee.....	40.00	40.00	40.00
Either bone of either arm broken between wrist and elbow.....	35.00	25.00	35.00
Broken collar bone.....	25.00	20.00	30.00
Broken nose.....	10.00	10.00	10.00
Dental injury			
Chipped teeth—Maximum fee for one tooth.....	2.00	2.00	.....
Broken teeth—Maximum fee for one tooth.....	10.00	10.00	.....
Teeth knocked out—Maximum fee for one dental injury.....	20.00	10.00	.....
Broken bone in hand.....	10.00	10.00	7.50
Broken bone in foot.....	10.00	10.00	7.50
Broken ribs (two or more).....	10.00	.....	.....
(One or more).....	.....	10.00	.....
Fractured knee cap.....	.....	25.00	.....
Fractured vertebra.....	.....	50.00	.....
Loss of either hand or arm or foot or leg and sight of one eye.....	.....	250.00	.....
Loss of either hand or arm or foot or leg.....	.....	100.00	.....
Loss of one hand or arm and one foot or leg.....	.....	250.00	.....
Loss of both hands or arms or both feet or legs or sight of both eyes.....	.....	250.00	.....
Hernia.....	.....	250.00	30.00

¹The premium required by Company A is \$5.00.

²The premium required by Company B is \$3.50.

³The premium required by Company C is \$2.50.

⁴The premium required by Company D is \$5.50 to \$9.00. This company gives full coverage of medical and hospital fees to a certain stipulated limit.

occurred procured the professional attendance of a legally qualified physician. Indemnity shall not be payable for any of the losses provided in the policy caused by injury received prior to the date of the policy, nor for any loss not specifically mentioned in it."

Insurance Company D

INSURANCE Company D was organized by a group of prominent sportsmen and sportswomen and dedicated to the interests of all sports enthusiasts. The primary objective is to provide a fundamentally sound medium through which insurances, especially designed to meet particular problems, could be economically obtained. In the educational field the trend is very definitely toward the providing of insurance to cover not only accidents sustained in sports but also general accident and health protection.

It is interesting to note that in Europe 800 colleges and schools have adapted a plan in which the premium for insurance is included in the tuition fee.

Insurance Company D has extended its activities to include three plans of insurance. Plan I offers, in respect to colleges, universities and private schools having tuition, a broad protection for athletic in-

summer months. Under the Tuition Reimbursement feature the policy pays the pro rata share of the tuition for the period the student is unable to receive tuition on account of accident, illness or quarantine, the period of this coverage being for the school year only.

In respect to public schools, where there is no tuition and where conditions vary considerably from those in private schools, Plan I, excluding Tuition Reimbursement, Plan II and Plan III are available. Plan I only is available to colleges, universities and private schools; however, it is also available to public schools as well as Plans II and III. When a school or college will not adopt the plan as presented but desires to insure only the members of certain teams, the company is agreeable, but only upon the submission by the school or college of its experience for that team over a given number of years. Most colleges and universities, particularly in respect to their intercollegiate activities, have records that show the number of injuries and the causes.

It might be added that under Plan I there is a first aid credit of \$1.00 for each student which, where large numbers insure, is a considerable item that is very helpful to the school in maintaining its

tendance thereafter, \$2.00; but the total liability of the company is not to exceed the amount shown in the schedule. If X-ray is required on any scheduled injury an allowance of \$2.00 for the first picture and \$1.00 each for not more than three additional pictures is made in addition to the schedule. Benefits on green stick fractures are one-half of the schedule amounts.

SOME OF THE GENERAL PROVISIONS—Written notice of injury on which claim may be based must be given to the company within sixty days after the date of the accident causing such injury.

Affirmative proof of loss must be furnished to the company at its office in case of claim for any loss within sixty days after the date of such loss.

The maximum contingent liability is not to be in excess of an amount equal and in addition to the cash premium stated in the policy.

Summary, Conclusion and Recommendations

IN so far as it was possible to determine, athletic insurance is available from only four companies.¹

An analysis of the policies showed that premium deposits range from \$1.50 to \$9.00 a person for each school term or calendar year. The cost to public schools is therefore not prohibitive if one takes into consideration the fact that if insurance were maintained, athletes in all probability would receive more careful treatment; furthermore, the burden of donated services, as well as of coach and parent expenditures, would be relieved. No school would be obliged to discontinue athletics in any one field or find it necessary to drop any members from a squad. From the study of the above named policies, it is seen that there is no definite standard of insurance. This may be a result of the fact that athletic insurance is yet in an experimental stage; however, it is evident that group insurance is less expensive than individual.

From the results of this study it is recommended that the state high school athletic association and the college conference should take full charge of athletic insurance for the schools that are members because:

1. Individual athletes would receive more careful medical treatment.
2. The vast amount of donated services, which is unfair to the medical profession, would be eliminated.
3. Coaches would not be obliged to help defray expenses out of their own salaries.
4. Parents would be relieved of the financial burden of caring for their sons' injuries sustained in athletic activities.
5. Standard facilities and equipment which would make for general safety could be set up.

¹ The names of these companies will be furnished by the authors of this article upon request.

3 KRUEGER						5 FARWELL	
2 WELLS						3 GIST	
7 SIBLEY	INDIANA			CHICAGO		1 SACKETT	
1 BECKNER			5			4 McDONOUGH	
6 CORRELL						2 HOERGER	
4 WINSTON	2	8		2	5	6 ZIM'RMAN	
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An Intramural Basketball Program for High Schools

(Continued from page 11)

The date when two particular teams are to meet is found in the space where their two lanes cross. The fact that the numbers are consecutive need not signify consecutive playing days. A number may be used as a symbol for any playing date.

The schedule in Diagram 1 will finish a round-robin in a number of days equal to the number of competing teams. Eight teams can play a round-robin in seven days as Diagram 2 shows.

When there is enough time, it is desirable to play more than one round, so that each loser has a chance to play the same opponent again. Thus, in our Intramural Basketball League last year, ten teams played a double round-robin, playing in two game sessions four afternoons a week for twelve weeks.

In case there are more than sixty boys in the League, it is suggested that two or more leagues be organized, with the winners of each league playing off a championship series at the close of the season.

Games

THE games at the start of the season should be limited to six-minute quarters. Seven-minute quarters may be played as the season gets under way. The final games may be the full eight-minute quarters, if the condition of the players permits.

Since we schedule two games in each afternoon session, we play a half of one game and follow this immediately by a half of the second game while the players of the first game are resting. There is a saving in time here which helps to speed up the session.

Officials

IT is quite important to secure competent referees, as most of the players are fairly well versed in the rules of the game, and this sport, more than any other, depends for its success upon good officiating. We have tried student referees with little satisfaction. We have also tried boys recently graduated from high school, with similar results. Adult referees who have more than a superficial knowledge of the game must be procured in order to prevent disputes and to eliminate the tendency toward football tactics.

We find that girls make first class timers and scorers. Most of the boys interested in basketball are players and we hit upon the idea of using girls as timers, scorers and statisticians.

Publicity

WE have not found it difficult to secure adequate publicity for our intramural program. We think it of great importance to fill as much space in the city newspaper as possible.

In spite of the fact that there are a large number of games played in our League, regular accounts of all games, including box scores, are carried in the daily paper. In addition to encouraging the boys taking part, we believe that carrying the names of so many helps to secure readers among the players and their families. Anything of an unusual nature is seized upon to give publicity and prestige to the League, such as unusual scores, individual prowess, team standings and boys who have come up from the Intramural League to the A squad, or first team.

The school paper is devoting more and more space to this department, and, while it cannot carry complete box scores, its reporters write up all games and furnish box scores for the city paper. Special news reporters attend the games and make sure that the copy is turned over to the papers promptly.

If possible, both the city and school papers should carry cuts of individual players and teams, as this is one of the best possible ways of creating interest.

We notice with gratification that larger crowds of students are attending our intramural basketball games, and in crucial games the feeling often runs high, which we believe to be an indication of the success of the program.

Awards

ACCORDING to E. D. Mitchell, "Awards are an important factor in intramural work. There are some people who think awards are unnecessary and that students should participate for mere love of the sport. This idea, however, is erroneous when one stops to consider that achievement is recognized in all other lines of endeavor. Even in scholarship we select valedictorians and members of honor societies. The award in intramural work helps to enliven the competition, and thereby adds an incentive to take part. Something tangible is present as the goal.

"This sympathetic attitude toward giving awards does not mean that they need to be expensive," Mr. Mitchell believes. "The award should always remain the symbol of achievement rather than a prize whose merit lies in its monetary value. The greatest award for which athletes have striven is that of the olive wreath with which the old Greek Olympic victors were crowned. When this award was later replaced by prizes possessing commercial value, the professional spirit replaced the amateur one, and the athletes began to vie for gain rather than honor. This lesson must be remembered in the use of awards today."

The team award at Sterling is a handsome trophy, displayed prominently in the

trophy case along with the other awards won by teams of recent years. It is of a good grade of material and represents a basketball player in the act of shooting. Below is a plate on which the name of the winning team and year are prominently engraved. We find that the team trophy is a tremendous stimulus to interest in the League.

All members of the winning team receive individual bronze miniature basketballs, suitably engraved. The cost of such awards is small and, like the team trophy, they are an added incentive to all players.

At the close of the regular league season both team and individual trophies are awarded at a regular assembly of all the students. On this occasion the entire squad of all players is called to the stage and the awards presented by the principal, coach or director.

"It should be borne in mind that much of the success of the program is due, not only to the incentive of suitable awards, but to promptness in distributing awards after they have been won," Mr. Mitchell writes in his book, *Intramural Athletics*. "There is no time when the winning participants are more eager for their prizes than during the flush of victory. A boy wants his prize to wear, or the group its trophy to display." Delay brings indifference to it, and this in turn brings a less eager response the following year.

Promotion

ONE of the most important phases of our system is that any player who shows sufficient ability is promoted to the A squad, and laggards in the A squad are dropped into their places on some intramural team. This overcomes the feeling that a boy in the Intramural League has no chance to make the first team. Since all freshmen out for basketball must play in the League, it is obvious that all of our material must come up through the medium of the League and, as a result, practically all of our first string boys have served their apprenticeship there.

If the boys get the feeling that once in the Intramural League they have no chance to advance, they are apt to become careless in their play. For this reason, the basketball coach should attend as many games as possible and make the boys feel that they are under constant scrutiny.

Whenever possible, the A squad gives up the large gymnasium for important games later in the season, and all games in the final play-off are held on the larger floor.

Boys who show promise are allowed to practice with the A squad whenever they can do so without missing a League game. This practice, however, may lead to difficulties and must be watched closely by both coach and intramural director.

The main idea is to make all the boys feel that they must earn their spurs in the Intramural League and that effort and ability on their part will be promptly and fairly rewarded by promotion to the A squad.

Results

WE have found the following beneficial results from the introduction of intramural basketball at Sterling High School:

1. Every boy in school who wants to play basketball is given a chance to play on a regular team.
2. No cutting of the squad is ever necessary.

Football and the Development of a Wholesome Personality

(Continued from page 38)

in a large part upon the formation of certain mental habits and the elimination of certain others."¹⁶

Football can be conducted so that the players derive the benefits of play while engaging in mental activities that make for mental and physical health. From the impulses to activity, habits of regular and systematic work may result without making the work itself an unpleasant task.

The athlete plays at football. He must do a great deal of work incidental to his playing. One of the criticisms of the game has been that we make hard work out of it. Most players do not feel that it is work, but rather that it is a game which they enjoy.¹⁷ However, the player must work hard at football if he is to succeed. He works hard that he may play.

"It is not too much to say that the development of healthful habits of work is a safeguard of health, of sanity, and of morals; and no tragedy in education is comparable to that of the atrophy or perversion of this instinct of workmanship."¹⁸

The qualified coach guards against fooling in practice. The athletes should enjoy the practice as a preparation for the game and as an activity itself, but they must not merely play in the sense of fooling. The coach guards against the display of energy in the perverted form of bullying, teasing and fighting. He sees to it that these factors do not develop unduly; they may crowd out other responses, even the responses of sleep. He also sees to it that energy is not perverted into mere restlessness.

Alternation of Work and Rest

THE wise coach stresses the importance of relaxation between plays as well as the importance of rest following practice. The lineman who can be at rest while the offense is preparing to send another play in his direction is the one who seems little fatigued at the end of the contest. Per-

haps one reason the professional football teams are able to play sometimes three or four games in a week is this ability on the part of the individual players to relax at intervals during even the most strenuous contests.

3. The chance to play on an intramural team lures many boys to play who otherwise would not participate in basketball or any other type of athletic activity.

4. The coach is relieved of the burden of a large squad and can concentrate on a picked squad with the knowledge that no boy is being left out who might want to play.

5. The Intramural Basketball League takes the place of various maverick leagues and tournaments which are often of questionable value.

6. The League provides a "farm" system for seasoning inexperienced boys, and it helps us to uncover new material for the A squad.

From this we derive another possible tendency in football to practice sound mental and physical habits. We refer to the fact that mental health is a condition which is benefited by proper alternation of work and rest.

Rhythm is a form of alternation of rest and work. The coach speaks of the timing of plays for their successful execution; he seeks rhythm in a backfield combination of players. Rhythm is a law of nature. The organism at work is keeping time, and the whole life of an individual is divided into alternate periods of work and rest.

Conformity to a normal law of rhythm seems of great hygienic value for mental health, but the facts are not definitely known as to the process.

The halfback who time and again breaks away for long and beautiful runs has a natural rhythm. We say of such a player that he has good co-ordination. It may be that co-ordination is the expression in action of rhythm—the rhythm of the working together of strengths and skills in alternate periods of work and rest. Inherent in the game of football is training for development of rhythm. It suffices to know that it is beneficial to mental health until such time as a natural law of rhythm is understood.¹⁹

(To be continued)

¹⁶ *Keeping a Sound Mind*, John J. B. Morgan, 1934 (Preface). Quoted by permission of The Macmillan Company.

¹⁷ *Keeping a Sound Mind* (p. 41).

¹⁸ *The Normal Mind* (p. 653). *Experimental Social Psychology*, G. Murphy and L. B. Murphy, 1931 (pp. 385-386): "We do not attempt to say that the good habits learned on the athletic field will carry into situations off the athletic field with the same good habits showing themselves." Quoted by permission of Harper & Brothers.

¹⁹ *The Normal Mind* (pp. 654-655).

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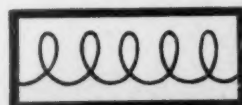
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